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ABSTRACT

This manual consists of 26 career guidance activities for counselors to use in a small group setting with youngsters enrolled in Grades 7-12. Learning activities and evaluation forms are provided for each grade level. Every unit consists of the following parts: (1) Behavorial Objective; (2) Intent; (3) Preparation; (4) Action; (5) Activity; (6) Reaction Story; (7) Evaluation; and (8) Related Activities. The initial exercises in this manual encourage a continuation of student exploration of self and career awareness concepts, and of personal decision making processes. The secondary grade units provide for a more sophisticated exploration of careers and encourage greater vocational educational focus as students move toward implementing personal career strategies. (JLL)

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ED137636

COUNSELOR'S MANUAL

CAREER GUIDANCE ACTIVITIES

FOR JUNIOR AND SENIOR HIGH SCHOOL STUDENTS

Articulated Career Guidance Project

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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City School District, Rochester, N.Y.
1976

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Federal Project #V.E.A. CO-75-6-1100
Vocational Education Amendments of 1968

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CAREER GUIDANCE ACTIVITIES

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Articulated Career Guidance Project

FOREWORD

Career development is the backbone of a guidance program.

As a priority of the City School District, Career Guidance lends realism to today's educational process and motivation to the student to seek a comprehensive program and to understand opportunities of the future.

The success of the secondary school program will depend upon you, the counselor, as you strive to expand the guidance program to meet our youngsters' present and future needs.

Frank P. Tota
Assistant Superintendent
of Schools, Instruction

INTRODUCTION

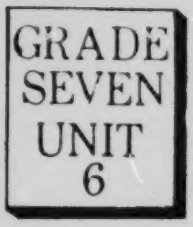
The initial exercises in this manual encourage a continuation of student exploration of self and career awareness concepts, as well as personal decision making processes that constitute the Articulated Career Guidance Project's elementary components. The elementary components of the career guidance program heighten children's self awareness, provide an introduction to the world of work, and practice in relevant decision making activities. The Career Guidance Curriculum Committee assigned each secondary grade a number of specific student behavioral objectives. These, along with related activities developed in this project, provide an articulated career guidance program for each student in the Rochester City School District from primary through secondary levels.

The secondary grade units in this manual provide students with an opportunity for a more sophisticated exploration of careers and encourage greater vocational and educational focus as students move toward their greatest need, implementing personal career strategies.

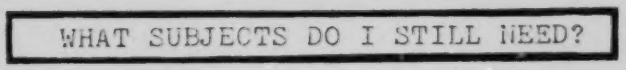
This manual provides secondary counselors with learning activities and evaluation forms in each grade. These materials have been developed to provide for differences in individual counseling styles and a variety of student groupings. Counselors are invited to redesign these materials or create their own learning activities in order to meet the objectives developed by the committee and set forth in this manual. Related materials: films, filmstrips, tapes, simulations, and games are included, and referenced throughout this manual.

COUNSELOR'S GUIDE

Every unit consists of the following parts:



This symbol is found at the beginning of each unit to identify the grade level and sequence. Grade level units can be used interchangeably with other grades.



Titles state the theme of the unit in student terms.

An objective presented in precise behavioral terms that state what the student will do, what the outcome is expected to be, and how the results can be evaluated.

Each behavioral objective in the manual is treated as a unit in itself. These units can be combined with other units to make up a guidance session, or one unit can be expanded to cover a number of group meetings.

The behavioral objective stated in general terms

Any activities that are necessary before the session starts. Reproduction and/or adaption of the materials is encouraged.

ACTION

Steps that provide a logical approach for presenting the material to the students. These steps are designed to give the counselor as much information and direction as possible without limiting flexibility.

In addition, the following headings will appear:

ACTIVITY

Suggested activities to carry out in a group. Much of this material can be copied as is for distribution to the students.

Some units also include:

REACTION STORY

A special type of activity which can be used quite effectively in developing discussion in the group. Role playing can easily be developed from most of these stories.

EVALUATION

Instruments that measure how effectively the concepts in the unit have been learned by the students. Unit evaluations should be placed in the STUDENT PLANNING RECORD, and can be used as a review of past activities.

RELATED ACTIVITIES

Additional suggestions to develop variety into the program utilizing films, cassettes, games and other resources.

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	7	8	9	10	11	12
Guidance Counselor	UNIT 1 11	UNIT 1 53	UNIT 1 87			
Planning Record	UNIT 2 19	UNIT 2 57	UNIT 3 99	UNIT 4 149	UNIT 2 159	UNIT 1 187
Personal Values Value Clarification	UNIT 3 25	UNIT 3 59			UNIT 1 153	
Career Values		UNIT 4 67				
Job Families	UNIT 4 37	UNIT 5 75		UNIT 3 141		
Interests and Abilities	UNIT 5 43		UNIT 5 107			
Career Information			UNIT 4 101			
Interest Inventory			UNIT 2 91	UNIT 1 123		
Program Planning		UNIT 7 83	UNIT 6 117		UNIT 2 159	
Decision Making				UNIT 2 125		
Stereotyping		UNIT 6 77			UNIT 1 153	
Job Facts (Research)					UNIT 3 165	
Individual Career Plans					UNIT 3 165	UNIT 2 189
Applications: Employment and Education					UNIT 4 171	
Writing Resumé					UNIT 4 171	
Interview: Employment and College					UNIT 4 171	

GRADE SEVEN

Seventh graders arrive in a new school confronted with the challenges of departmentalized courses, multiple classes, teachers, unfamiliar surroundings, and new peer structures. It is part of the counselor's responsibility to help the students adjust to their new situation.

The behavioral objectives presented at this level emphasize the seventh graders' need to develop a feeling of identity through greater awarness of who they are, how they feel about themselves, and how they can match their own interests, abilities and values to possible career choices. A career planning folder, which will stay with each student throughout the high school years, is a logical and orderly way of helping every student build career awareness.

For each objective there are a number of sample activities which can be used to help the students successfully complete career related tasks. The activities are intended to be uncomplicated and easily adaptable for meeting individual needs. We feel that the career guidance activities of seventh graders should be fun and interesting without causing stress or embarrassment.

Throughout the units, the students are mainly involved in the process of talking, thinking and discussing themselves. Every opportunity should be taken to encourage this risky process in order to develop an awareness that careers exist which might relate to their own capabilities and interests.

BEHAVIORAL OBJECTIVE

90% of the students in seventh grade, after completing a guidance session on the role of the counselor, will list on a recall sheet at least two career related functions of the counselor.

INTENT

To introduce students to a new person in their academic world and develop an understanding of the ways a counselor can help them in making career decisions.

PREPARATION

Reproduce one of the GUIDANCE AWARENESS sheets. Additions that personalize the questions to fit your role in your school can be made at this time. (Obtain STUDENT PLANNING RECORDS if Unit 2 is to be included in this session.)

ACTION

Distribute the GUIDANCE AWARENESS SURVEY to the students for completion.

Discuss the questions and help students to develop positive feelings about the counselor and guidance office. An alternative would be to distribute the sheets and have the students initiate the questions in an interview.

Unit 2 might be introduced into this first session by bringing in the STUDENT PLANNING RECORD activity.

ACTIVITY

GUIDANCE AWARENESS SURVEY

NAME_____

DATE_____

Please answer the following questions about the guidance program in this school. Try to give the answer which most nearly describes your true opinion.

If the answer is mostly yes, put a circle around the "yes".

If the answer is mostly no, put a circle around the "no".

If you don't know which answer is better, put a circle around the "?".

Yes No ? 1. Does this school have books or pamphlets which tell about most of the occupations in the United States?

Yes No ? 2. Do you know where the guidance office is located?

Yes No ? 3. Do you know how to arrange to talk with your counselor?

Yes No ? 4. If you become ill during the day, should you go to your counselor?

Yes No ? 5. If you want to leave the school building during the day, should you go to your counselor to get permission?

Yes No ? 6. If you wish, will your counselor tell you about the information which is in your school records?

Yes No ? 7. Does your counselor talk mostly with school troublemakers?

Yes No ? 8. Is it the counselor's job to tell students what they should do?

Yes No ? 9. Can your counselor tell you the results of tests which you have taken?

Yes No ? 10. Is counseling primarily for the purpose of helping students to assume responsibility for their own decisions?

Yes No ? 11. Would you talk with your counselor about personal problems?

Yes No ? 12. If you tell your counselor some information about yourself and ask that it be kept secret, would the counselor tell this to teachers?

Yes No ? 13. Can a counselor tell a teacher what to do?

Yes No ? 14. Does the school have informational materials which tell you how to get training for a job in which you are interested?

Yes No ? 15. When a counselor and student are talking together, should the student be the one who decides what they talk about?

Yes No ? 16. Can a counselor find people outside the school who can help students with special problems?

Yes No ? 17. Can a counselor help students decide what careers they might choose?

Yes No ? 18. Can a counselor help a student get into colleges or training programs?

Yes No ? 19. Can the counselor help a student get a part-time job?

Yes No ? 20. If you are having trouble understanding a subject, can your counselor help you to do better?

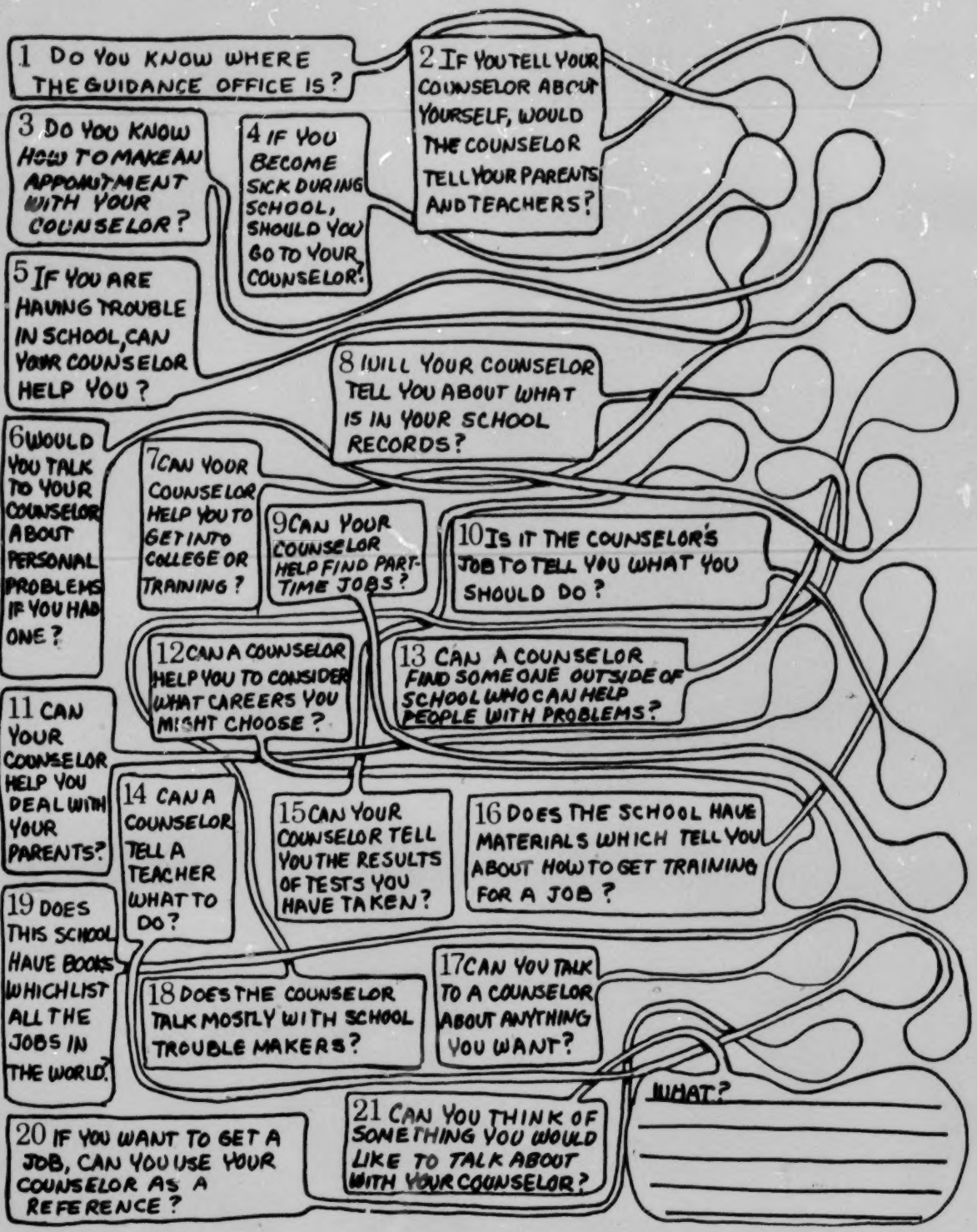
Yes No ? 21. Can you now think of something that you would like to talk about with your counselor?

_____

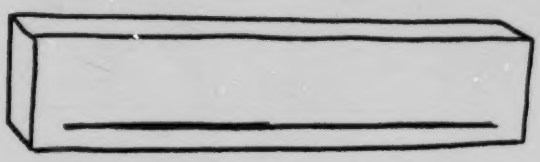
_____

Form A

GUIDANCE AWARENESS SURVEY

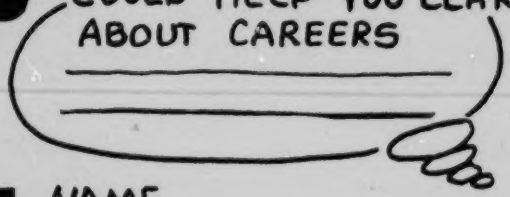

1 DO YOU KNOW WHERE THE GUIDANCE OFFICE IS?
2 IF YOU TELL YOUR COUNSELOR ABOUT YOURSELF, WOULD THE COUNSELOR TELL YOUR PARENTS AND TEACHERS?
3 DO YOU KNOW HOW TO MAKE AN APPOINTMENT WITH YOUR COUNSELOR?
4 IF YOU BECOME SICK DURING SCHOOL, SHOULD YOU GO TO YOUR COUNSELOR?
5 IF YOU ARE HAVING TROUBLE IN SCHOOL, CAN YOUR COUNSELOR HELP YOU?
8 WILL YOUR COUNSELOR TELL YOU ABOUT WHAT IS IN YOUR SCHOOL RECORDS?
6 WOULD YOU TALK TO YOUR COUNSELOR ABOUT PERSONAL PROBLEMS IF YOU HAD ONE?
7 CAN YOUR COUNSELOR HELP YOU TO GET INTO COLLEGE OR TRAINING?
9 CAN YOUR COUNSELOR HELP FIND PART-TIME JOBS?
10 IS IT THE COUNSELOR'S JOB TO TELL YOU WHAT YOU SHOULD DO?
12 CAN A COUNSELOR HELP YOU TO CONSIDER WHAT CAREERS YOU MIGHT CHOOSE?
13 CAN A COUNSELOR FIND SOMEONE OUTSIDE OF SCHOOL WHO CAN HELP PEOPLE WITH PROBLEMS?
11 CAN YOUR COUNSELOR HELP YOU DEAL WITH YOUR PARENTS?
14 CAN A COUNSELOR TELL A TEACHER WHAT TO DO?
15 CAN YOUR COUNSELOR TELL YOU THE RESULTS OF TESTS YOU HAVE TAKEN?
16 DOES THE SCHOOL HAVE MATERIALS WHICH TELL YOU ABOUT HOW TO GET TRAINING FOR A JOB?
19 DOES THIS SCHOOL HAVE BOOKS WHICH LIST ALL THE JOBS IN THE WORLD?
18 DOES THE COUNSELOR TALK MOSTLY WITH SCHOOL TROUBLE MAKERS?
17 CAN YOU TALK TO A COUNSELOR ABOUT ANYTHING YOU WANT?
WHAT?
21 CAN YOU THINK OF SOMETHING YOU WOULD LIKE TO TALK ABOUT WITH YOUR COUNSELOR?
20 IF YOU WANT TO GET A JOB, CAN YOU USE YOUR COUNSELOR AS A REFERENCE?

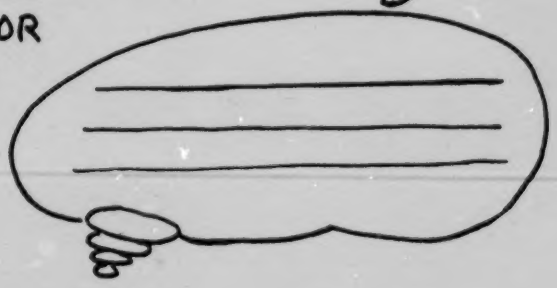
1 WHAT IS YOUR COUNSELOR'S NAME ?



2 HOW DO YOU ARRANGE TO TALK WITH YOUR COUNSELOR?

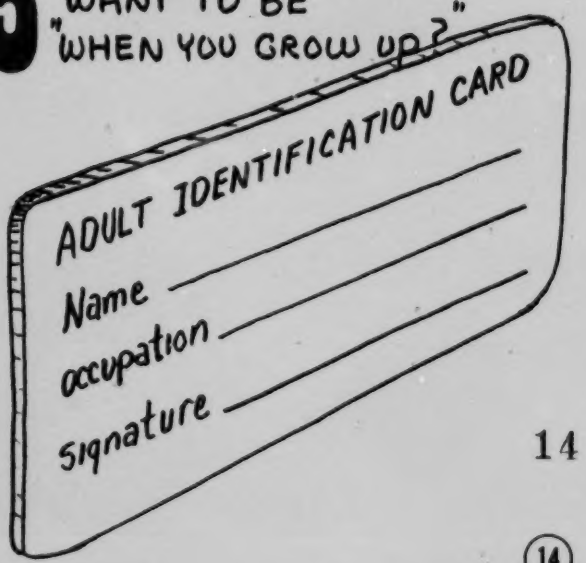
3 WHAT ARE TWO WAYS YOU THINK YOUR COUNSELOR COULD HELP YOU LEARN ABOUT CAREERS





4 NAME THREE OTHER WORDS FOR **occupation**

5 WHAT DO YOU WANT TO BE "WHEN YOU GROW UP?"



REACTION STORY

JOHN'S CONFUSION

John, a tenth grader in high school, lives with his mother and two sisters. His father left them five years ago, and John really hates him for deserting them. It's time for John to make some decisions about what he is going to do when he graduates, and he is really mixed up. His mother wants him to go to a law school but doesn't know anything about it. His Uncle Bill thinks he should go into the Army, and a buddy says he's got a good deal working for a guy as a messenger. (He's not too sure about how legal it is, but the money is great.) John has always loved to work with young kids on the playground and has thought about teaching.

a. Do you know someone in a similar situation? How is this person finding the answers?

b. Who are some people who can help John make a decision?

c. What kind of questions could you ask John to counsel him?

d. How could John's school counselor be of help to him?

e. What would you do if you were John?

RELATED ACTIVITIES

1. Role play John's situation.

Scene I

Setting: John's living room

Action: John is talking with his sisters, mother, uncle, and buddy about his future plans. Assign or seek volunteers to play each of the roles below.

John: desires help in gathering and evaluating information about himself, the world of work, and his alternatives in entering and succeeding in the world of work.

Two sisters: they support John in his interest in working with kids and teaching.

Mother: wants John to go to college and get a better education than she or her husband ever had a chance to get. She believes getting a college education is the only way to get ahead.

Uncle Bill: likes the Army's vocational training programs and thinks learning a skilled trade is the best way to get ahead.

John's buddy: he's the adventurous type; believes in grabbing the "gusto of life" when you can; thinks John should live for today because the world may come to an end tomorrow.

Discussion Questions:

a) Who do you think helped John the most in getting a clearer picture of himself - his interests, abilities, goals, etc.? Why?

b) Who do you think gave John the best or worst information about the world of work? Why?

c) What career alternatives do you think John should really consider? Why?

d) What do you think are his chances of succeeding in each of the career alternatives you listed in "c" above? Why?

e) How will following any of these career alternatives change his style of living? Explain.

f) What final words of advice do you have for John?

Scene II

Setting: John is meeting with his counselor.

Action: This is John's fourth meeting with his counselor. During their first meeting they discussed John's career choice dilemma and anxieties. During their second meeting they received and reevaluated the information in John's school records - his academic achievement, personality, interest, ability, achievement test data, teacher evaluations, etc. During their third meeting they talked about the world of work and college. This fourth meeting will be the last time John will be able to meet with his counselor before the summer. Assign or seek volunteers to play each of the roles below.

Counselor: is a warm, accepting person who always tries to give his students the best possible information they need to make a choice. However, he strongly believes it is the student's right and responsibility to make the choice. He also believes there is no such thing as a final career choice; that each choice is but one in a series of career choices to be made throughout life.

John: is pleased with his first three meetings with his counselor. He is approaching this fourth and final meeting with the hope of his counselor pulling everything together and making the final choice for him.

Discussion Questions:

a) Do you feel the counselor was helpful to John? Why or why not?

b) If you were John's counselor, would you have handled the situation any differently? Explain.

c) If you were John, how would you feel about this meeting with your counselor?

d) What else could John or his counselor do to help John explore and/or begin to accomplish his career plans?

2. Discuss these reflection questions to summarize the unit.

a) What are some of the other jobs of a guidance counselor?

b) How does a counselor's role change with different grades?

c) How do you think you get to be a counselor? (You might tell them the "story of your life".)

3. Hold a Class Interview.

After an introduction to guidance and the role of the counselor, the counselor allows five or ten minutes for the class to **ask any questions of the counselor regarding sports, likes and personal reactions, philosophy of guidance, methods of operating, program plans, etc.**

4. Show and discuss the captioned filmstrip,"You and Your Guidance Counselor". (This filmstrip is but one in a four-part series titled Aptitudes and Intelligence,by Inquiry Audio-Visuals. The other three filmstrips are "What Tests Tell", "Intelligence", and "Putting Your Aptitudes to Work".

MY CAREER PLANNING RECORD

BEHAVIORAL OBJECTIVE

80% of the students in seventh grade, during a guidance session on career planning, will record on a Student Planning Record a tentative career preference.

INTENT

To introduce students to a record which they can maintain throughout their high school career. The initial information requested on the record can be a valuable introduction to developing greater career awareness.

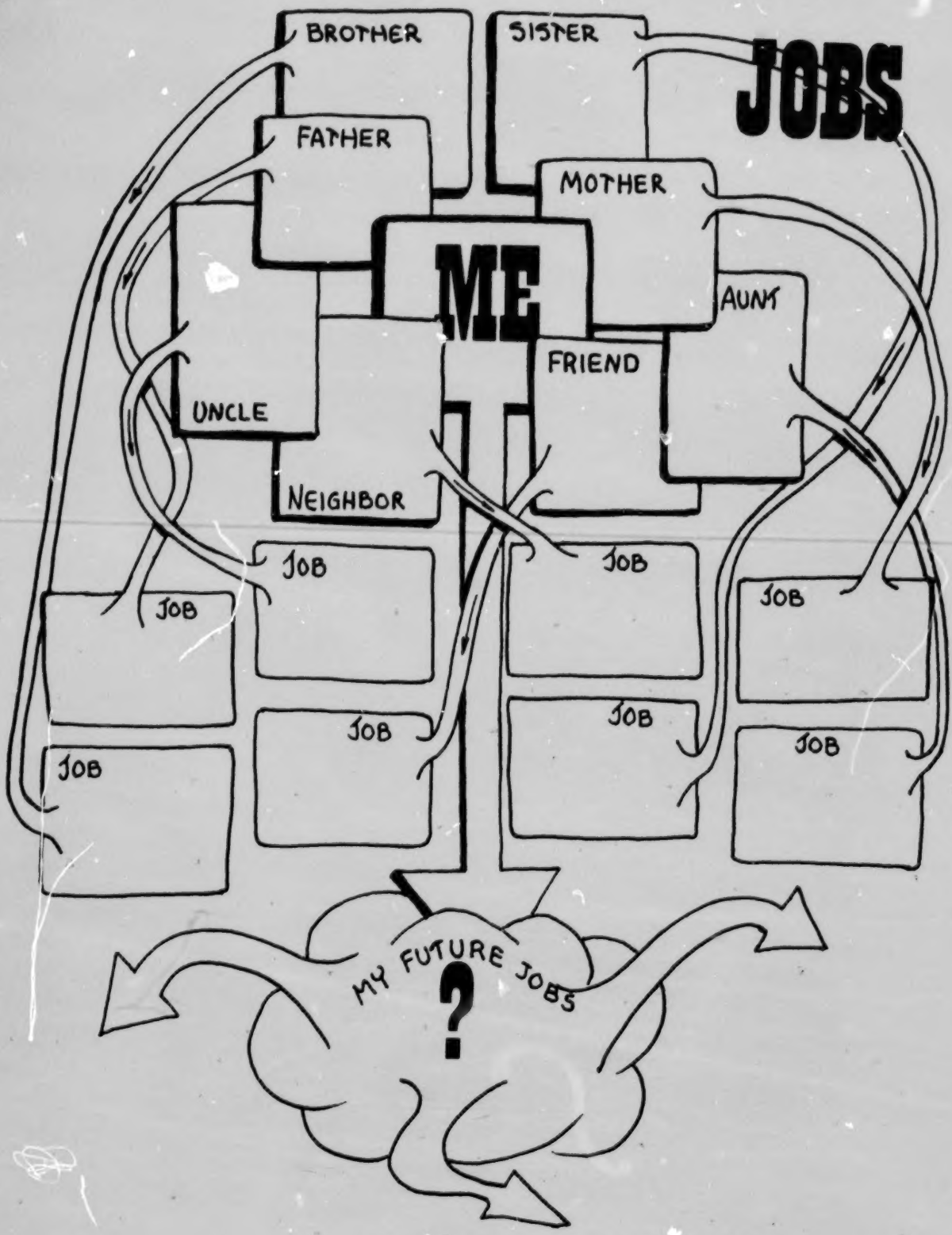
PREPARATION

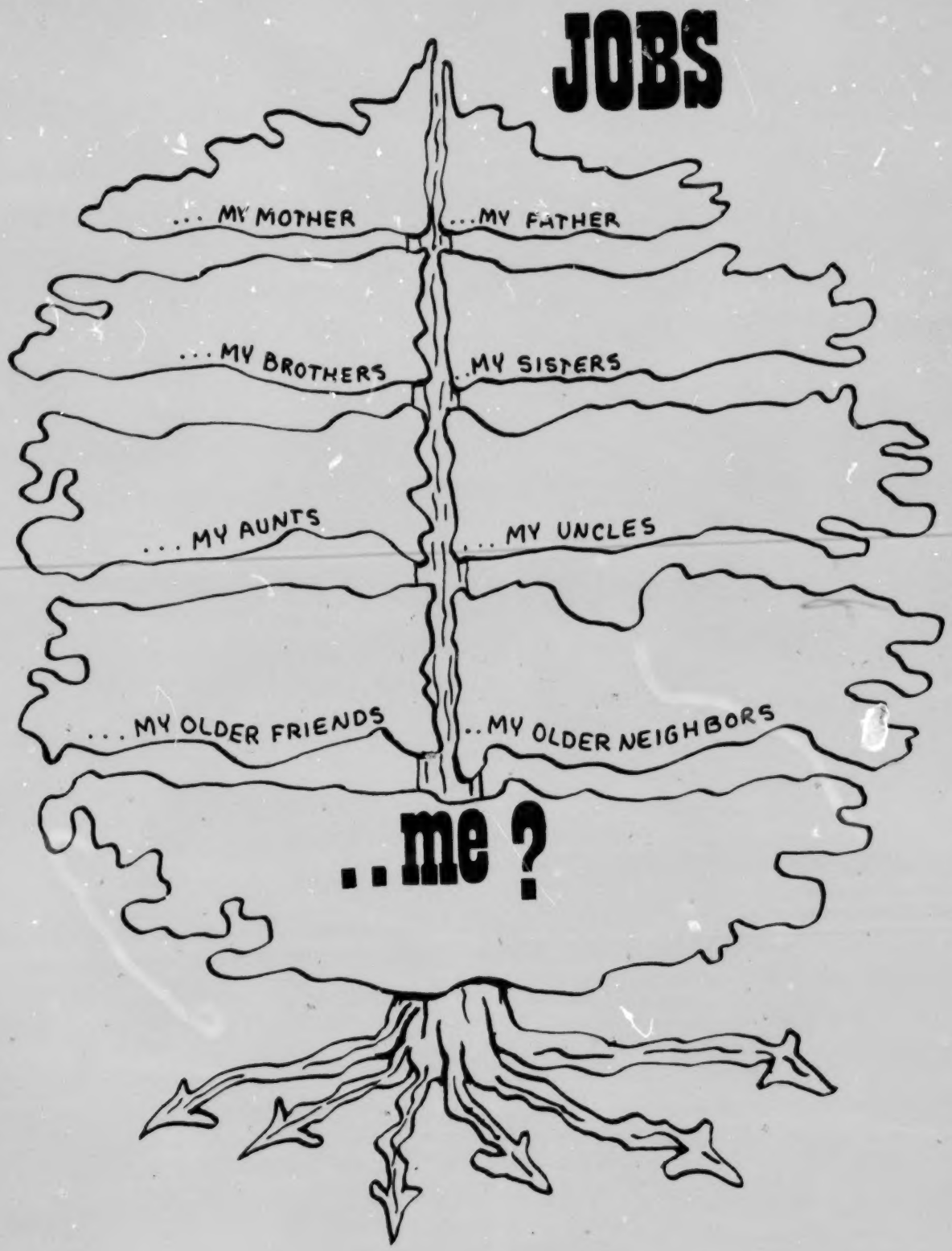
Acquire and assemble the required number of STUDENT PLANNING RECORD forms from the School District storehouse. Introduction to the ideas of jobs could be started by using one of the activities which encourages students to think about the work done by their relatives, neighbors, and friends.

ACTION

Distribute the STUDENT PLANNING RECORD, and have each student neatly fill out the information step by step, encouraging discussion about activities the students have done to learn about careers.

If this unit is to be combined with Unit 1, filling out the PLANNING RECORD can be done at the end of the session and the REACTION STORY in Unit 1 could be used as motivation for career planning discussion. This Unit's REACTION STORY could also be used.


BROTHER
SISTER
JOBS
FATHER
MOTHER
ME
AUNT
FRIEND
UNCLE
NEIGHBOR
JOB
JOB
JOB
JOB
JOB
JOB
JOB
JOB
MY FUTURE JOBS
?


JOBS
... MY MOTHER
...MY FATHER
... MY BROTHERS
..MY SISTERS
... MY AUNTS
... MY UNCLES
... MY OLDER FRIENDS
..MY OLDER NEIGHBORS
..me ?

REACTION STORY

MARY IS CONFUSED

Mary has always wanted to be a doctor. Even when she was little, before she went to kindergarten, she used to nurse the animals in the neighborhood. One day she even helped the ambulance attendants put her friend onto a stretcher after he was hit by a car. A few years ago, she began to babysit and enjoyed teaching the little boy to read. Maybe she should be a teacher. The other day she was helping her uncle out at the insurance company. She watched the Data Processing Programmer organize the records of individual insurance policy owners and direct the office staff how to enter the information into the computer. Managing a Data Processing program seemed very exciting and enjoyable. Now she is really confused about what she wants to be.

1. Should Mary be ashamed or worried about changing her mind three times?

2. Do you know anyone who has changed jobs recently? Why? Why did the person switch jobs?

3. Is it necessary to know what you are going to be before you go to high school?

4. What would you do if you were Mary?

RELATED ACTIVITIES

1. Reflection questions that might be used to summarize the unit:

   a) What were some of the things you wanted to be when you were younger?

   b) Do you know somebody who works in a job just like the one you want? How did that person get there.

   c) Do you think you might change your mind about the career you are planning now?

2. Distribute and discuss the booklet, "Opportunities Unlimited" published by the Rochester City School District.

3. Present and discuss the following Guidance Associates sound filmstrips:

   1. "Better Choice, Better Chance: Selecting a High School Program"

   2. "Career Direction: High School as Tryout"

   3. "Career Clusters: An Introduction to Related Occupations"

   4. "Foundations for Occupational Planning", by Singer (SVE-Society for Visual Education, Inc.)

   or

   The captioned career planning and vocational guidance filmstrip series "Preparing for Work I and II", by Inquiry Audio Visuals.

BEHAVIORAL OBJECTIVE

80% of the seventh graders, after self exploration-activities, will identify on a self-evaluation instrument at least three of their most positive personal characteristics.

INTENT

To encourage students to look at themselves and become aware of their strengths and weaknesses. (At this time it would be beneficial to help them develop pride in themselves.) Different kinds of work roles will be introduced.

PREPARATION

The various Self Evaluation Strategies available can be used as part of the activities for the session.

Edit the forms to fit your individual situation, and have them reproduced for all of the students in the groups.

You might collect Want Ads for various jobs which emphasize the personal attributes employers are looking for in their employees.

ACTION

Have the students fill out one of the self evaluation forms.

and/or

Bring the group together around some of the self awareness strategies.

and/or

Use the REACTION STORY to initiate a discussion about how the students see themselves.

and/or

Administer the EVALUATION sheet at the end of the sessions to help the students summarize and clarify their thoughts.

This unit is designed to cover at least two sessions. Students can be encouraged to carry out some independent activities between the sessions. Suggestions might be to:

1. Cut out want ads for jobs they would like.
2. Interview their parents, friends, relatives about the kind of work they do. Samples of INTERVIEW SHEETS can be found in the addendum.
3. Create a collage which identifies "Who am I? - What do I Value?"

Affix safety pins to 5 x 7 cards so they may be attached to the students' clothing. Blank cards or cards dittoed like the example can be issued.

Under your direction, have the group fill out the cards.

When the tag is finished, have the students wear it during the session or fold it in front of them as a place card.

If you wish, the group can quietly mill about reading each others cards. This can be an enjoyable and beneficial way for the students to get to know more about each other and you, if you should decide to join them in the activity. You can ask that this exercise be done with or without talking.

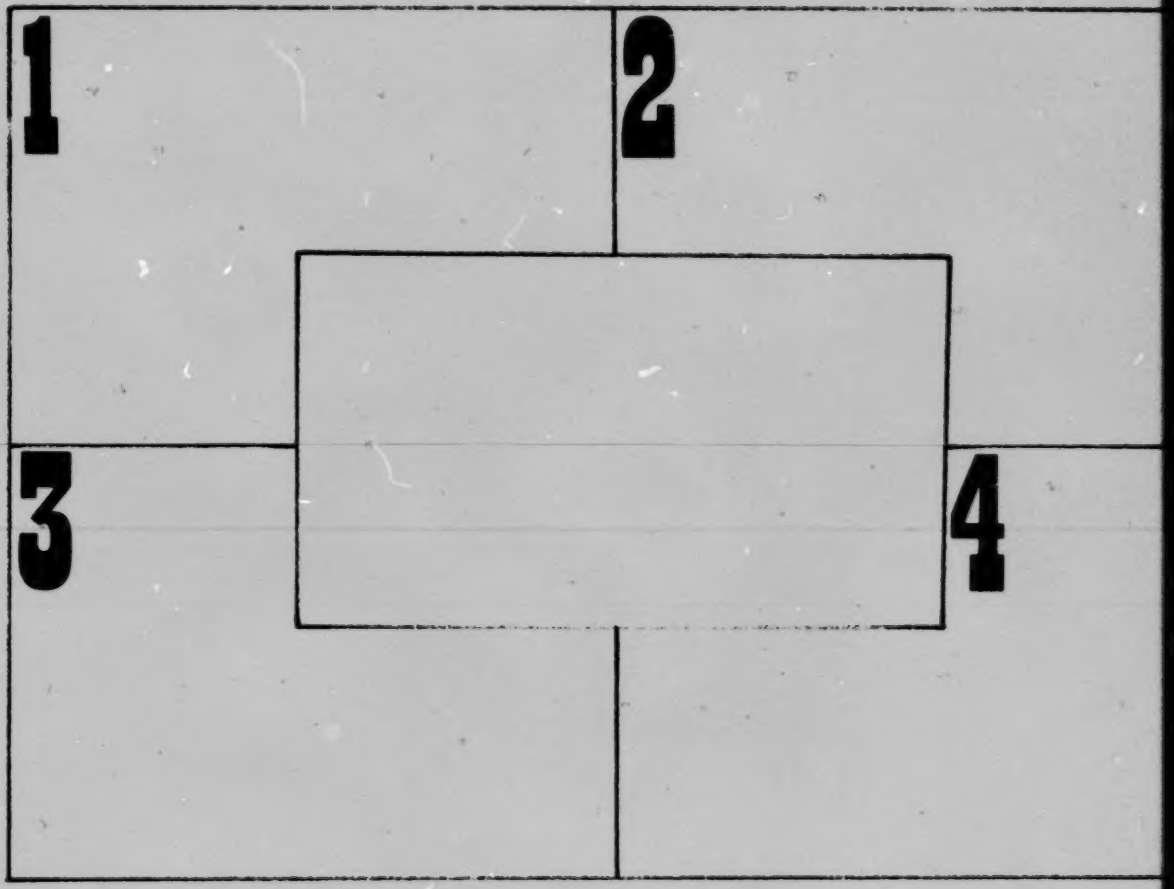
Possible questions to include:

1. If you could be anything in the world, what would you be?
2. What is your favorite T.V. program?
3. When you are on vacation, what do you enjoy doing the most?
4. Name two of your favorite subjects in school.
5. Name two people who you call your closest friends. (Initials can be used)
6. Name two people who you would like to be with on a week vacation.
7. Put a phrase down that would identify an experience which frightened you more than anything else.
8. Write a phrase which would identify an incident which has brought you most happiness.

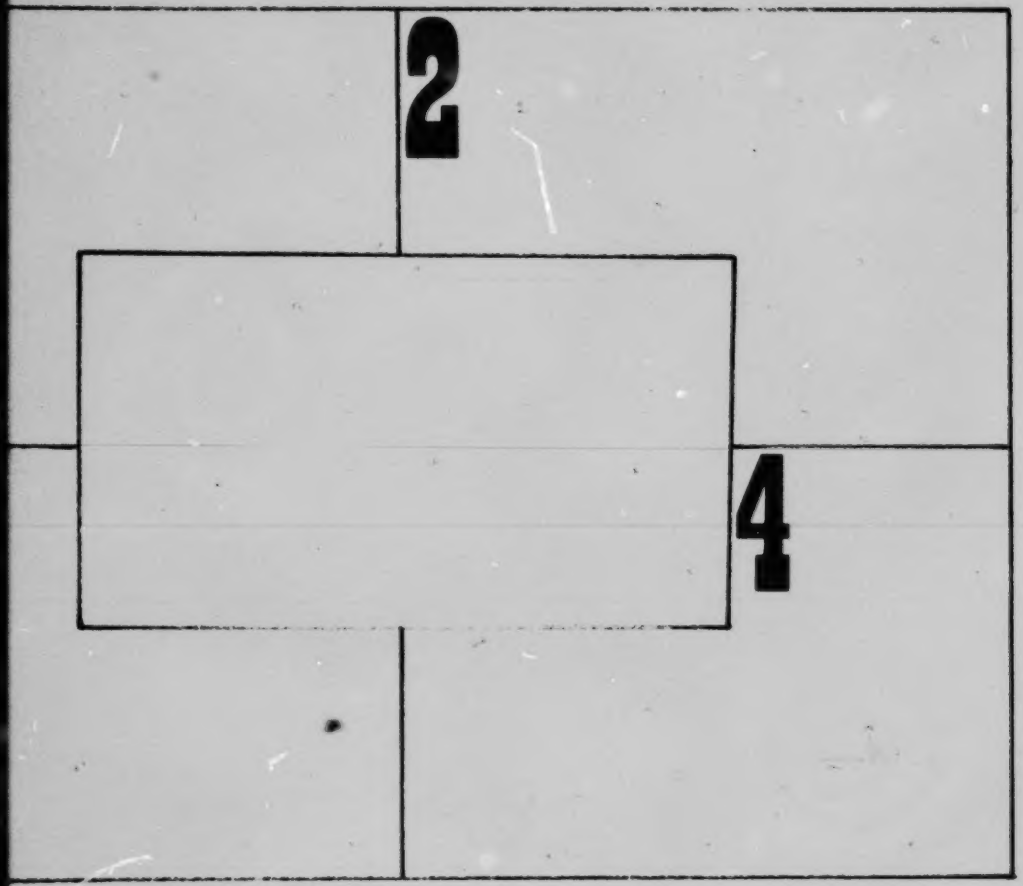
Other possible ideas to express could be:

1. What words would you want on your tombstone which tell the most about you?
2. What do you want to be doing_____years from now? 5 years = a senior in high school.
3. Where would you most like to be right now?

NAME TAG

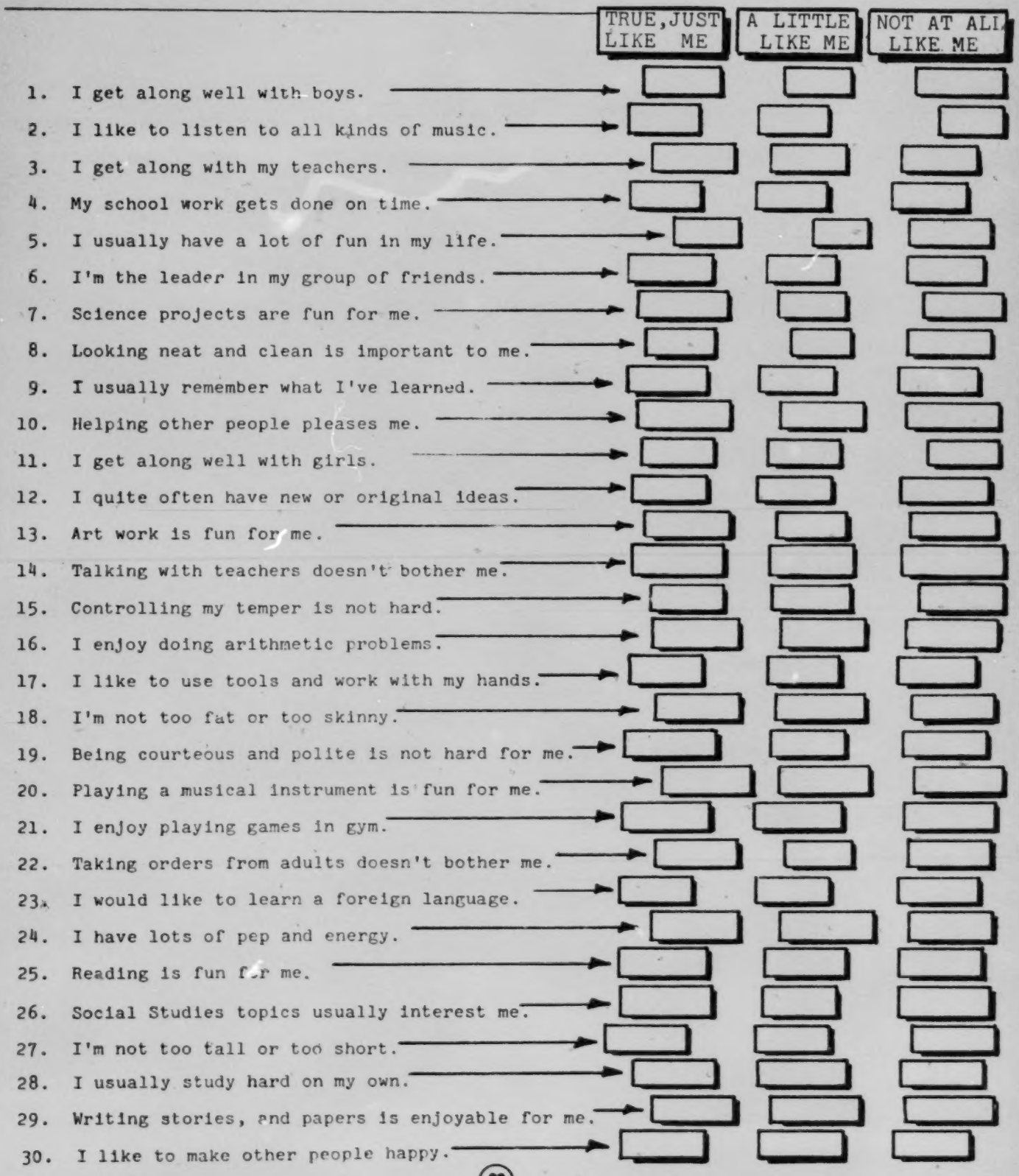


NAME TAG



(28)

PEOPLE ARE ALL DIFFERENT - We Aren't All Good At Everything. Read these statements about yourself and decide if it describes you or not.


TRUE, JUST LIKE ME
A LITTLE LIKE ME
NOT AT ALL LIKE ME
1. I get along well with boys.
2. I like to listen to all kinds of music.
3. I get along with my teachers.
4. My school work gets done on time.
5. I usually have a lot of fun in my life.
6. I'm the leader in my group of friends.
7. Science projects are fun for me.
8. Looking neat and clean is important to me.
9. I usually remember what I've learned.
10. Helping other people pleases me.
11. I get along well with girls.
12. I quite often have new or original ideas.
13. Art work is fun for me.
14. Talking with teachers doesn't bother me.
15. Controlling my temper is not hard.
16. I enjoy doing arithmetic problems.
17. I like to use tools and work with my hands.
18. I'm not too fat or too skinny.
19. Being courteous and polite is not hard for me.
20. Playing a musical instrument is fun for me.
21. I enjoy playing games in gym.
22. Taking orders from adults doesn't bother me.
23. I would like to learn a foreign language.
24. I have lots of pep and energy.
25. Reading is fun for me.
26. Social Studies topics usually interest me.
27. I'm not too tall or too short.
28. I usually study hard on my own.
29. Writing stories, and papers is enjoyable for me.
30. I like to make other people happy.

ACTIVITY

GAMES FOR KIDS TO PLAY

PUBLIC INTERVIEW

Ask for a volunteer to be interviewed by the class. Members of the class can ask any questions they wish of the student with the knowledge that they could be asked the same question. At any time you feel that the question or the direction of the questioning is embarrassing you could make a statement such as, "I don't think that question is appropriate at this time; let's go on to another area." The student being interviewed always has the right to PASS any question asked.

SPOTLIGHT

Have a member of the group be the center of attention by having every member of the team turn to the student and "say something nice about them". Most seventh graders spend the majority of the conversation "putting someone down". Encourage the entire group to participate and say only nice things. Everyone in the group should have a chance to be in the SPOTLIGHT.

FANTASY WALK

Ask all the group members to close their eyes and imagine they are walking down a forest path. A description of the path and the problems of walking could be described. Bring them to a large wall or some kind of barrier which they can imagine. Have them carefully climb over it or somehow bypass it, and then ask them what they see beyond it. Encourage them to imagine what or who they see and what happens to them in the future.

Additional games and fantasies can be found in
Values Clarification: A Handbook of Practical Strategies For Teachers and Students
Simon, S.B., Howe L. W. and Kirshenbaum, H.

ACTIVITY

PROUD WHIP

Whip around the group asking students to complete the following sentences.

You should emphasize that the type of pride that is called for here is not the boastful or bragging kind of pride but the pride that means, "I feel really good about" or "I cherish" this aspect of my life.

You must be very supportive of those who pass. No one should be expected to be proud of everything. Sometimes you should deliberately select an issue that someone has to pass on, just to illustrate this point.

Quite often you can get the ball rolling by doing one or two yourself. You certainly should feel free to start with a student you know can handle the challenge.

Typical Proud Whip questions:

1. I am proud that this summer I...
2. I am proud that, on my own, I can...
3. I am proud that, when I am scared, I...
4. I am proud that I made my friend happy by...
5. I am proud that I keep healthy by...
6. I am proud that I spent my allowance on...
7. When I watch TV, I am proud that...
8. I was proud that, even when the other kids did..., I...
9. Something my family has done all together this year which made me proud is...
10. I am proud of what I did about...
11. I'm proud that my father (mother)...
12. I'm proud that I helped keep my city clean by...

Additional Proud Whip statements can be found in:

Values Clarification: A Handbook of Practical Strategies for the Teachers and Students, Simon, S.B., Howe, L.W., and Kirshenbaun, H., Pages 134-138.

ACTIVITY

Name_____

Date_____

PERSONAL CHECKLIST

You can read these to your students and give some explanation or examples to help them understand the value.

I think I am:	MOST OF THE TIME	SOMETIMES	NOT VERY OFTEN
1. Friendly			
2. Cheerful			
3. Pleasant			
4. Reliable			
5. Thorough			
6. Neat			
7. Appropriately dressed			
8. Confident			
9. Helpful			
10. Sympathetic			
11. Ambitious			
12. Trustworthy			
13. Honest			
14. Courteous			
15. Loyal			
16. Cooperative			
17. Self-controlled			
18. Punctual			
19. Tactful			
20. Alert			

SAM'S DILEMMA

Sam works with Oscar and Velma at School #79 after school is over. They start on the second floor and move from classroom to classroom picking up the trash, checking to be sure the windows are closed, and locking the doors. Yesterday, Sam realized that Oscar had a copy of the pass key made. They were all given the responsibility for the one pass key which will open all the doors in the school, including the outside door near the custodian's office. He now understands where Oscar and Velma got some of the baseball equipment and the new soccer ball they have been using in the games at home.

This morning Sam received a note in homeroom to see Mrs. Jenkins, who is in charge of the after-school jobs. Sam is sure she's going to ask him about the missing equipment. Sam is in a real bind. "I don't wanna get my friends in trouble for rippin' off the stuff, but I also can't afford to lose this job. If they get fired, I'm sure as blazes gonna get it too. I'm not used to lying when it comes down to heavy stuff like this!"

ALTERNATIVE I -
Questions to the group:

1. What would you do if you were Sam?
2. If Sam told Oscar and Velma he was being called down to see Mrs. Jenkins, what would you do if you were Oscar?
3. If Mrs. Jenkins is calling Sam down about the missing equipment, what would you do if you were Mrs. Jenkins?
4. How can you tell when someone is lying?

ALTERNATIVE II -
Role Playing

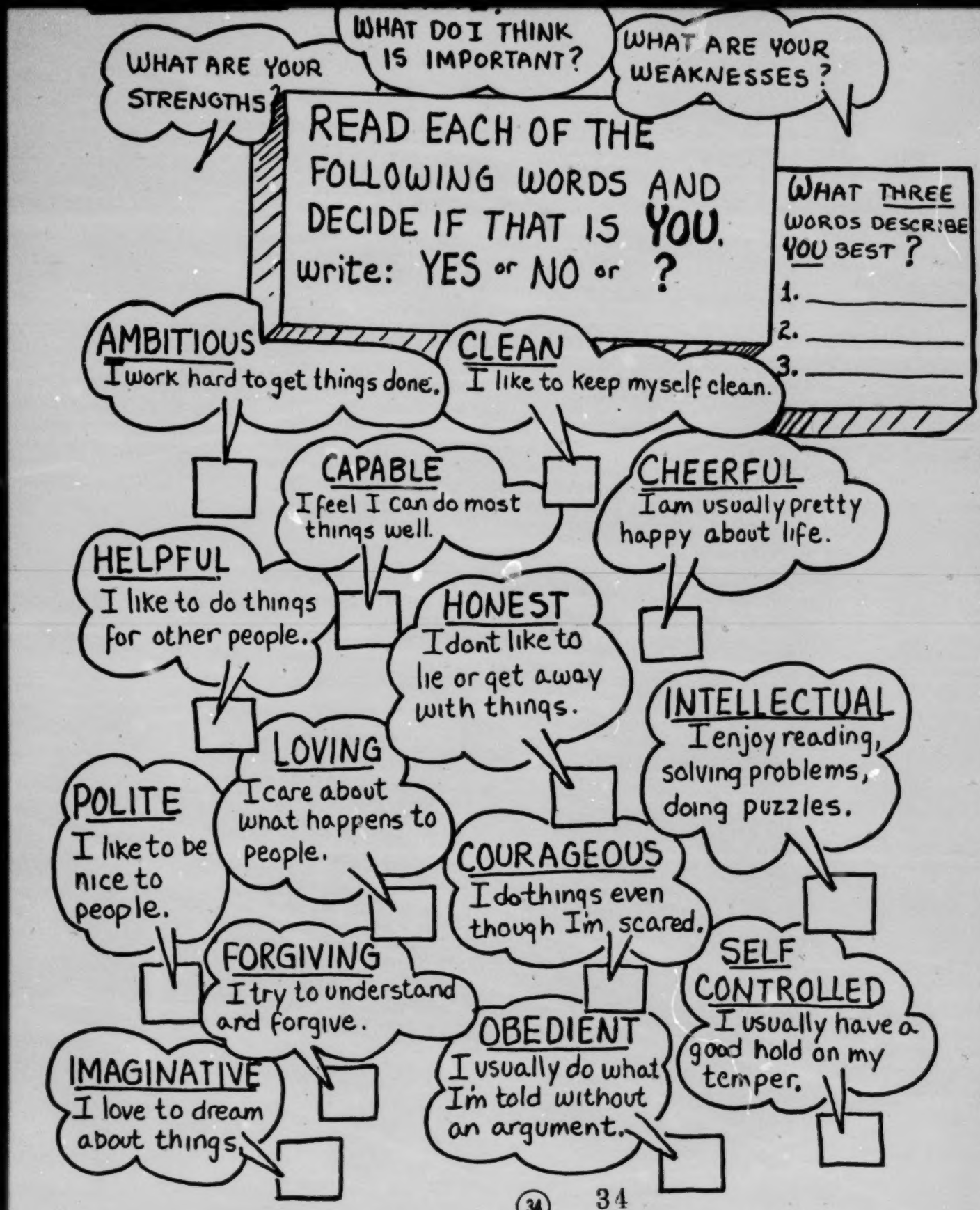
You might pick people in the group to play different roles and bring them together under different situations. Encourage the students to create different scenes of confrontation and encourage discussion after observing the reactions.

ALTERNATIVE III -
Individual and Group Reaction:

1. Have the students write down on a paper what they would do as Mrs. Jenkins, assuming that Sam had told the whole story.

2. Collect the papers without any signatures and read them to the group.

3. Help the group come to a consensus as to the action it would recommend that Mrs. Jenkins take.


WHAT ARE YOUR STRENGTHS?
WHAT DO I THINK IS IMPORTANT?
WHAT ARE YOUR WEAKNESSES?
READ EACH OF THE FOLLOWING WORDS AND DECIDE IF THAT IS YOU.
write: YES or NO or ?
WHAT THREE WORDS DESCRIBE YOU BEST?
1.
2.
3.
AMBITIOUS
I work hard to get things done.
CLEAN
I like to keep myself clean.
CAPABLE
I feel I can do most things well.
CHEERFUL
I am usually pretty happy about life.
HELPFUL
I like to do things for other people.
HONEST
I dont like to lie or get away with things.
INTELLECTUAL
I enjoy reading, solving problems, doing puzzles.
LOVING
I care about what happens to people.
POLITE
I like to be nice to people.
COURAGEOUS
I do things even though I'm scared.
FORGIVING
I try to understand and forgive.
SELF CONTROLLED
I usually have a good hold on my temper.
OBEDIENT
I usually do what I'm told without an argument.
IMAGINATIVE
I love to dream about things.

RELATED ACTIVITIES

1. Play the game of "Insight" or "The Ungame" to facilitate self exploration. These games can be purchased from Educational Manpower, Inc.; P.O. Box 4272-C Madison, Wisconsin 53711.

2. Play the game of "Ratrace" to give students an experience in exploring their values related to social status seeking. This game can also be purchased from Educational Manpower, Inc.

3. Utilize the materials from the program "Deciding", especially the section on values, published by the College Entrance Examination Board.

4. Administer, interpret, and discuss the Work Values Inventory published by the Houghton Mifflin Company.

BEHAVIORAL OBJECTIVE

80% of the seventh grade students, after a group guidance unit on the world of work, will match on an instrument at least five jobs with their appropriate job families.

INTENT

To help students see the world of work, not as many individual, isolated jobs, but as interelated areas with jobs tending to fall into categories or families.

PREPARATION

Preview the various activity sheets and reproduce those necessary for individual work.

Edit and reproduce the matching evaluation sheet.

ACTION

Introduce the idea that jobs cluster into families.

Have the group respond to the WORLD OF WORK questions. Encourage group response,and develop discussion centering around types of job families.

Explain that jobs break up into many kinds of groups. Illustrate this with the JOB FAMILIES CHART,and discuss it briefly.

Have students complete the matching evaluation instrument.

See the list of JOB FAMILIES in the Addenda.

ACTIVITY

WORLD OF WORK

1. Name five jobs of people you know.
2. Name five vocations held by people on T.V.
3. Can you name five jobs which DO NOT exist in Rochester?
4. Name five careers in which people receive pay from the City of Rochester.
5. What are three jobs in a super market?
6. If you are a businessman, what could your work be?
7. Do you know two civil service jobs?
8. Can you name three service occupations which involve repairing things?
9. What are three levels of health careers in a hospital that center around the operating table?
10. Name three vocations in which people create things with their hands.
11. Can you name two jobs in which only women are hired?
12. How about naming two jobs in which only men are hired?
13. Name three vocations which involve work with children.
14. A supervisor supervises. A foreman supervises. A manager supervises. Name three supervisory jobs, and tell whom they supervise.
15. Name three careers which involve work with numbers.
16. Name a job which requires each of the following:

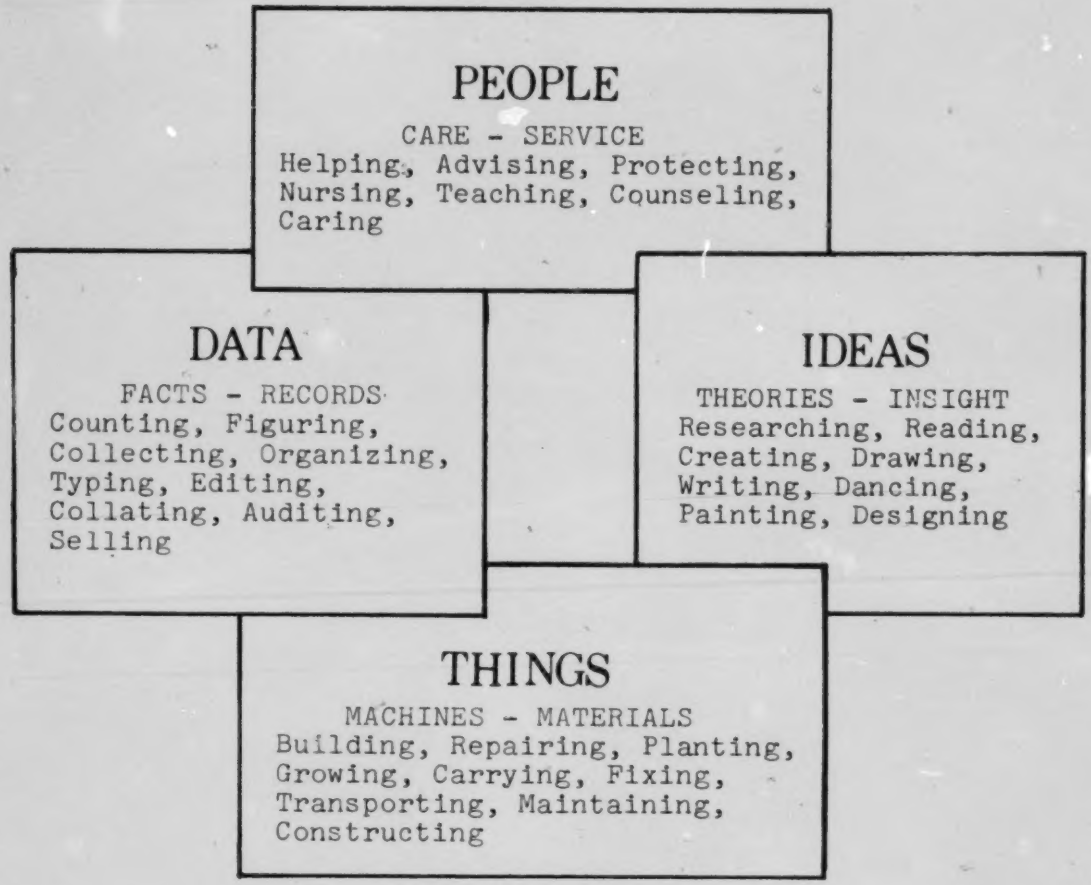
hip boots	helmet	bullet-proof vest	money belt
ear plugs	uniform	steel-toed shoes	white coat
knee pads	hard hat	safety glasses	shin guards
face mask	hair net	heavy gloves	bathing suit

ACTIVITY

Name_____

Date_____

JOB FAMILIES


PEOPLE
CARE - SERVICE
Helping, Advising, Protecting, Nursing, Teaching, Counseling, Caring
DATA
FACTS - RECORDS
Counting, Figuring, Collecting, Organizing, Typing, Editing, Collating, Auditing, Selling
IDEAS
THEORIES - INSIGHT
Researching, Reading, Creating, Drawing, Writing, Dancing, Painting, Designing
THINGS
MACHINES - MATERIALS
Building, Repairing, Planting, Growing, Carrying, Fixing, Transporting, Maintaining, Constructing

1. Name some of the jobs which involve the above actions.

2. In which one of the areas do you feel you belong?

3. Can you think of jobs which might be included in two areas, such as: PEOPLE-IDEAS or DATA-THINGS?

4. What school subjects (Math, Reading, Art, Gym, Science, etc.) tend to belong in each of the different groups?

MATCHING JOBS AND FAMILIES

people **things**

CARING - SERVING **data** **ideas** TOOLS - MACHINES

FACTS - RECORDS THEORIES - INSIGHT

AFTER EACH OF THESE JOBS, WRITE THE JOB FAMILY IN WHICH YOU THINK THEY BELONG:

POLICE OFFICER	( )	_____
COMMERCIAL ARTIST	( )	_____
BOOKKEEPER, ACCOUNTANT	( )	_____
PLUMBER	( )	_____
FLIGHT ATTENDANT	( )	_____
TRIAL LAWYER	( )	_____
DESIGN ARCHITECT	( )	_____
EXECUTIVE SECRETARY	( )	_____
TRUCK DRIVER	( )	_____

AFTER DISCUSSION list another possible job family for each job.

RELATED ACTIVITIES

1. Introduce the 15 clusters of occupations identified by the U.S. Office of Education through the cassette series entitled, "Career Clusters: An Introduction to Related Occupations,"by Singer (SVE).

2. Utilize the activities accompanying the filmstrips: "People Who Make Things","People Who Create Art", "People Who Influence Others","People Who Help Others", "People Who Organize Facts", and "People Who Work in Science", by Guidance Associates.

3. Use the"Data-People-Things Puzzle"from the Career Insights and Self Awareness Games"published by the Houghton Mifflin Company.

4. Use the "Discovery" kit, especially the sections dealing with career clusters, published by the Scholastic Book Services.

5. Use the "Key-Career Exploration" filmstrips with on-the-job-interview **illustrating 10 different job families,** published by S.R.A.

MY INTERESTS AND ABILITIES

BEHAVIORAL OBJECTIVE

80% of the seventh grade students, after a group guidance unit on exploring their interests and abilities, will be able to list on a questionnaire at least three areas of their interests and abilities and at least three jobs that utilize these interests and abilities.

INTENT

To encourage students to look at the things they like to do and the things which they think they do well. Hopefully, they will start connecting these interests and abilities to jobs which they have discussed.

PREPARATION

Preview the various ACTIVITY sheets and questionnaires, and reproduce those necessary for individual work.

ACTION

Have students fill out name tags if this is a desirable activity.

Define the concepts of interests and abilities. Discuss briefly the idea that each of us has special interests which may be very different from those of someone else. Mention, also, that people should be proud of their own abilities.

Encourage group discussion centering around positive feelings about individual interests and abilities.

Involve the students in the COAT OF ARMS ACTIVITY if there is time. This can be done at home between sessions.

ACTIVITY

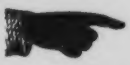
PERSONAL COAT OF ARMS

Reproduce the shield, and have the students develop their own personal coat of arms centering around the following suggested areas. Students can either write answers to the questions or create simple drawings which can keep the ideas more personal. Drawings can be required if you wish. You might make up one yourself, and display it without too much discussion.

Section 1: What do you think is the thing you do the very best? (Don't compare yourself with others! This is what <u>you</u> do the best!)

Section 2: Thinking about your family, what do you, as a group, have the most fun doing?

Sections 3 & 4: If you could be anything in the whole world, what two things would you want to be? (Don't worry about money, education, being a girl or boy, or disappointing anybody. This is what you really would like to be.)

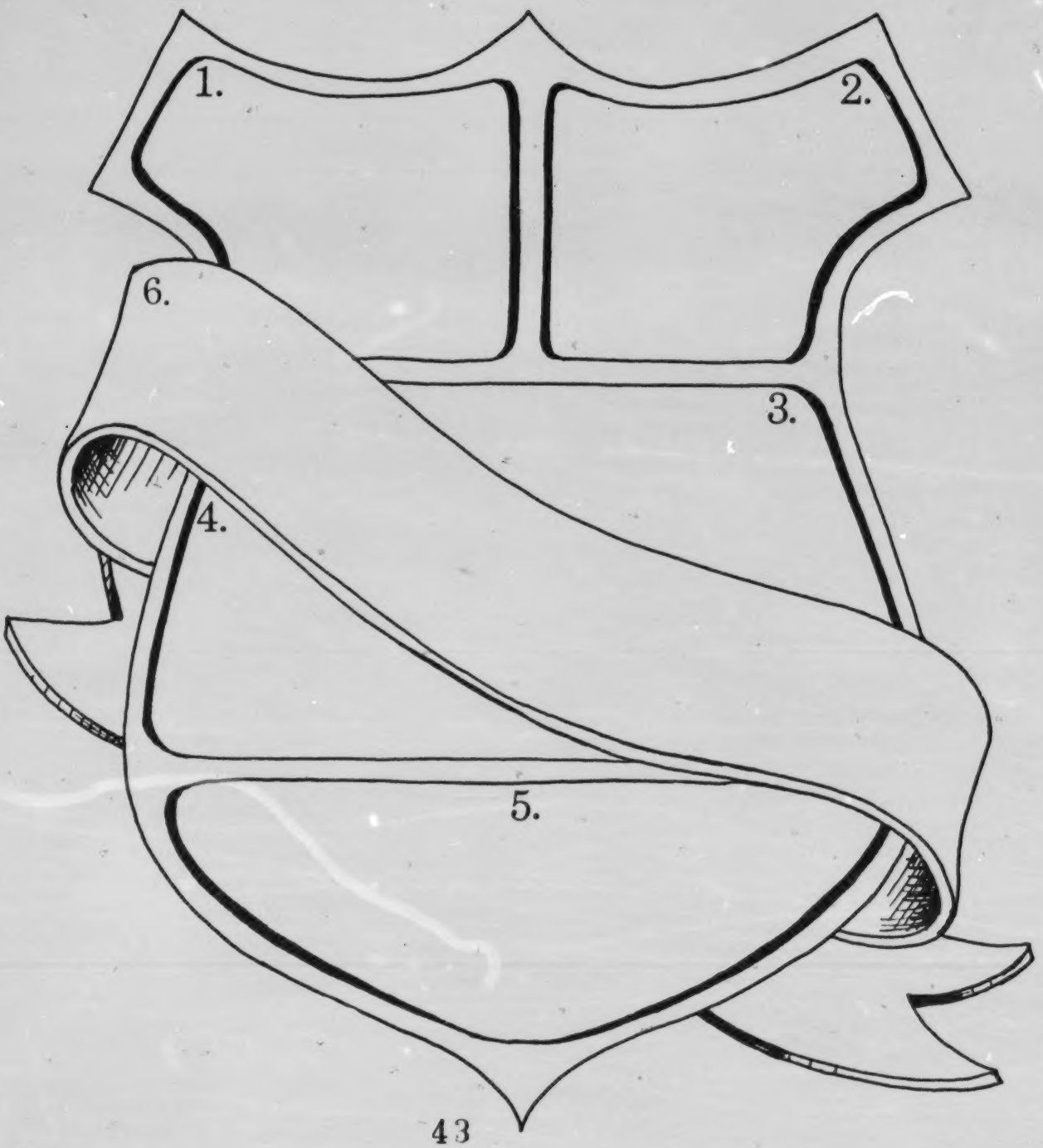


Section 5: If I could put you any place in the world instantly without any trouble, where would you like to be?

Section 6: **Write three words that describe you the best across your coat of arms.**

Other statements could be substituted, such as:

1. What is something you wish to accomplish by the time you are 65?
2. What is the personal motto by which you live?
3. Who is the person that you would most like to be?
4. If you had $10,000.00 to use any way you wished, what would you do with it?



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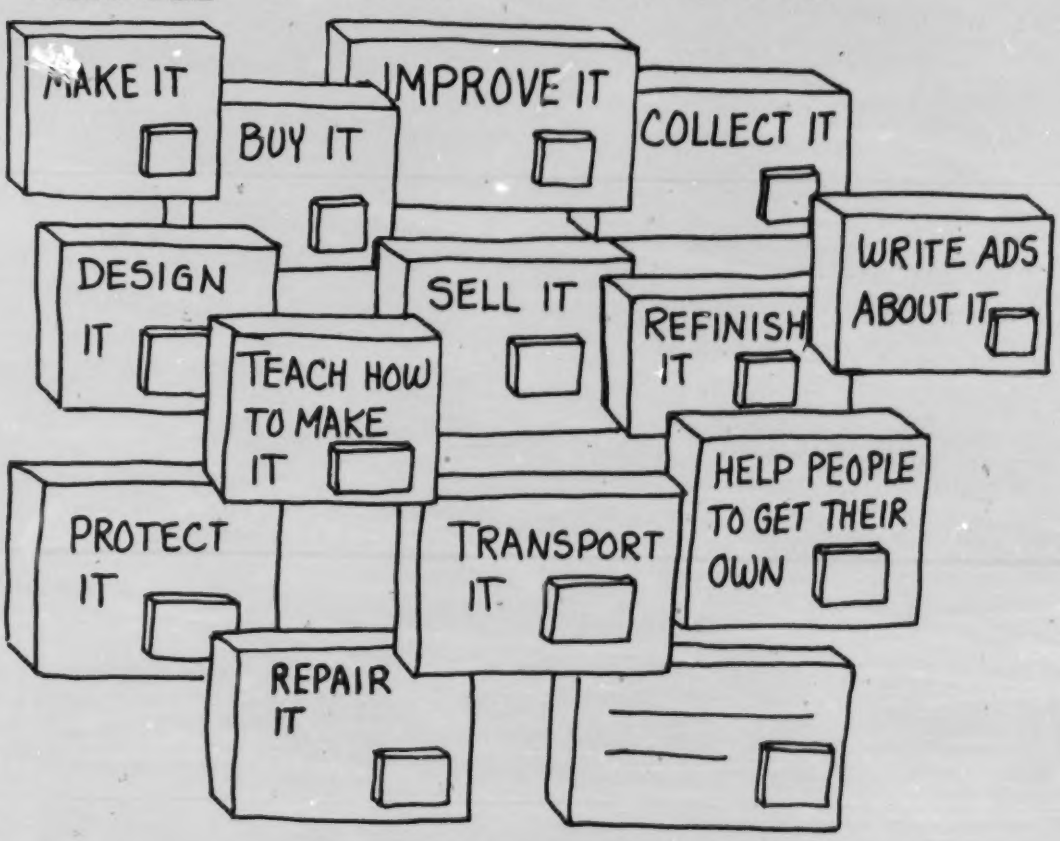
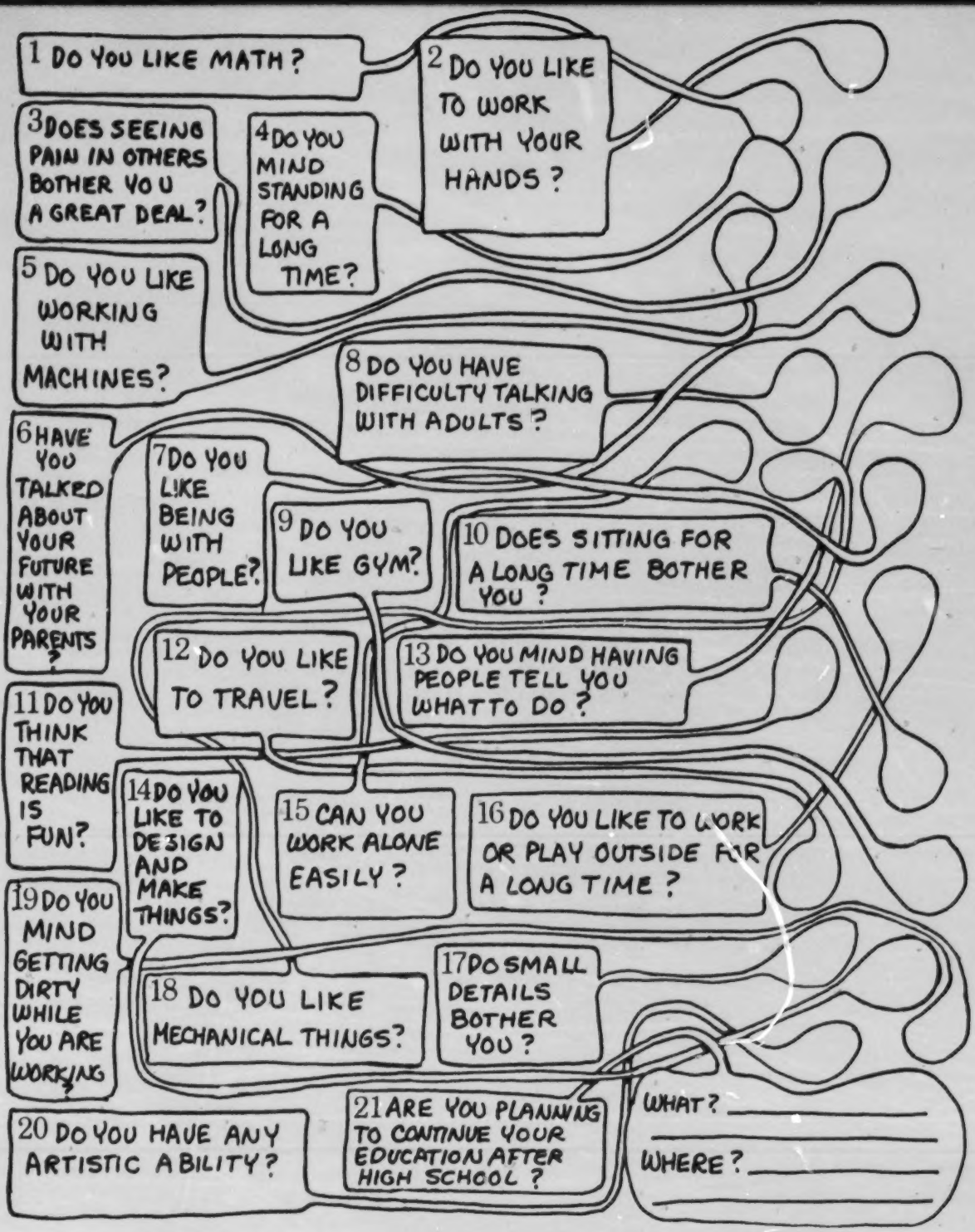
FURNITURE IN YOUR ROOM

think OF ALL THE FURNITURE IN YOUR ROOM OR THE FURNITURE YOU WOULD LIKE IN YOUR ROOM.

check THE BOXES OF THE THINGS YOU LIKE TO DO OR FEEL YOU CAN DO THE BEST.




1 DO YOU LIKE MATH?
2 DO YOU LIKE TO WORK WITH YOUR HANDS?
3 DOES SEEING PAIN IN OTHERS BOTHER YOU A GREAT DEAL?
4 DO YOU MIND STANDING FOR A LONG TIME?
5 DO YOU LIKE WORKING WITH MACHINES?
8 DO YOU HAVE DIFFICULTY TALKING WITH ADULTS?
6 HAVE YOU TALKED ABOUT YOUR FUTURE WITH YOUR PARENTS?
7 DO YOU LIKE BEING WITH PEOPLE?
9 DO YOU LIKE GYM?
10 DOES SITTING FOR A LONG TIME BOTHER YOU?
12 DO YOU LIKE TO TRAVEL?
13 DO YOU MIND HAVING PEOPLE TELL YOU WHAT TO DO?
11 DO YOU THINK THAT READING IS FUN?
14 DO YOU LIKE TO DESIGN AND MAKE THINGS?
15 CAN YOU WORK ALONE EASILY?
16 DO YOU LIKE TO WORK OR PLAY OUTSIDE FOR A LONG TIME?
19 DO YOU MIND GETTING DIRTY WHILE YOU ARE WORKING?
18 DO YOU LIKE MECHANICAL THINGS?
17 DO SMALL DETAILS BOTHER YOU?
20 DO YOU HAVE ANY ARTISTIC ABILITY?
21 ARE YOU PLANNING TO CONTINUE YOUR EDUCATION AFTER HIGH SCHOOL?
WHAT?
WHERE?

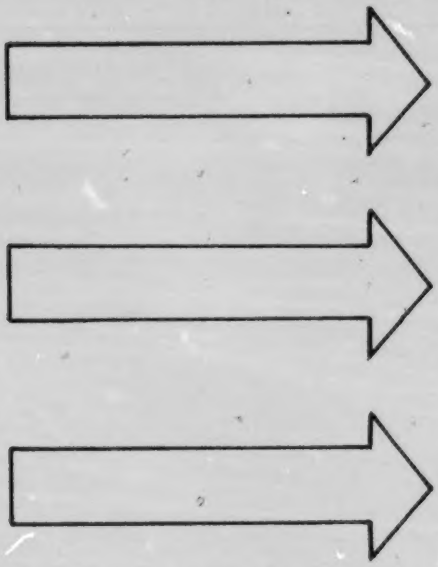
WHAT ARE THREE THINGS IN THE MAZE ABOUE WHICH **YOU** LIKE TO DO THE MOST

ACTIVITY

Pick three jobs that you have thought about doing when you grow up. List them below. After each job, please put three words from the list below which describe why you would like to be in that job.

JOB

VALUES OF THE JOB



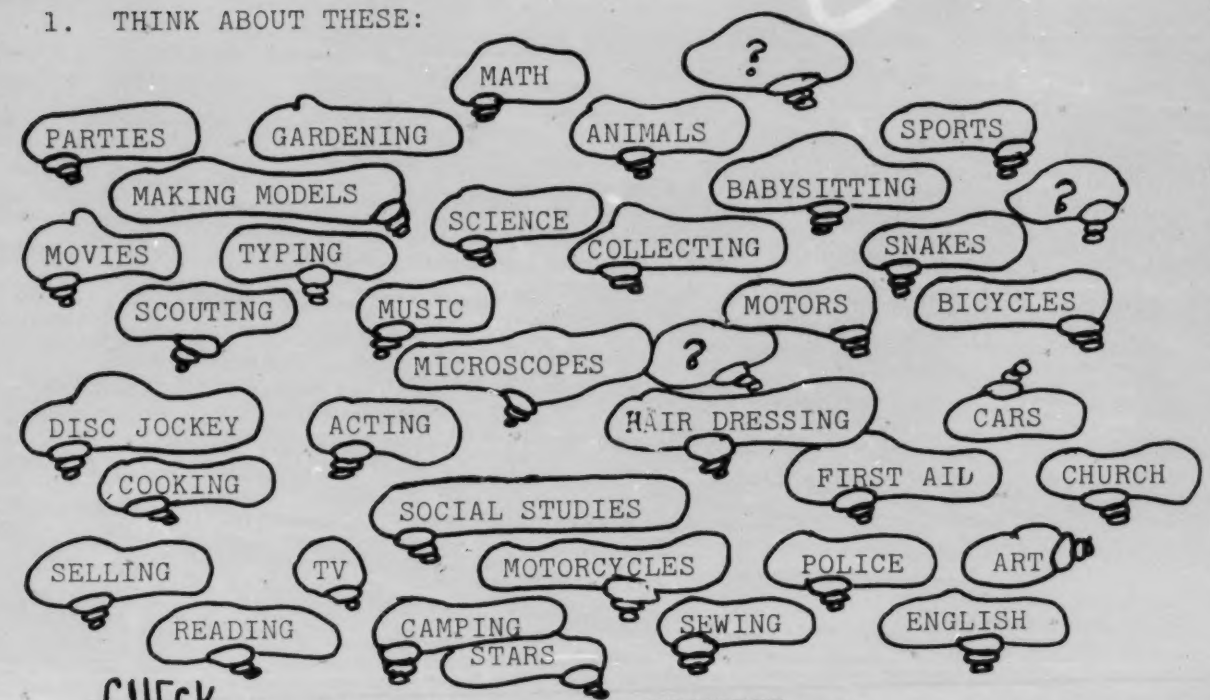
1. MONEY (High salary, good pay)
2. EXCITING (New and different things to do)
3. ARTISTIC (Draw, sketch, create designs or pictures)
4. CREATIVE (Think up new ideas, create new things)
5. INDEPENDENT (Plan your own day, free to work when you wish)
6. INTELLECTUAL (Solving complicated problems)
7. LEADERSHIP (Make decisions, tell others what to do)
8. ORDERLINESS (A regular day with a set schedule)
9. PHYSICAL (Working with your hands, hard manual labor)
10. PRODUCTIVE (A job which produces a product or results in knowing a job has been completed)
11. RECOGNITION (Becoming famous, known by a lot of people)
12. SOCIAL SERVICE (Working to help others, giving advice, teaching)
13. VARIETY (Many different activities or problems)

EVALUATION

Name_____ Date_____

A LOOK AT INTERESTS

1. THINK ABOUT THESE:



2. CHECK the things that really INTEREST you.

3. List in column A three of the most important interests you have.

COLUMN A	COLUMN B

4. List in column B all the jobs you think might match those interests.

GRADE EIGHT

The eighth graders have established themselves as students in the building. In some cases they are in a position of leadership in relationship to newly arrived seventh graders. The seven behavioral objectives presented at this level are aimed at continuing to build and broaden their awareness of themselves in relation to activities of the past; feelings about themselves in the present, and possible careers which might fit into this expanding picture of themselves.

The first sample activities are intended to develop the individual career planning folder. Self awarness, values clarification, and knowledge of job families continue to be an important part of the exploration process.

Group counseling can be readily expanded to include individual reports and field trips as the maturity of the students allows them to move out of the school environment in a more extensive search of job families and individual careers.

The enthusiasm of the eighth graders has not been dulled by the growing sophistication process and they can express excitement over career games, films and group field trips.

"What am I going to be?" more than likely has not become an anxiety producing question. Eighth graders can still have fun with the counselor while exploring self-concepts and careers.

ME AND MY COUNSELOR

BEHAVIORAL OBJECTIVE

80% of the students in the eighth grade during a group guidance session on the role of the counselor in career development, will list at least one way that they used and will use the counselor as a career resource person.

INTENT

To reintroduce the idea that a counselor is a helping person who can make some of the problem-solving experiences a little easier and more successful.

PREPARATION

This unit will more than likely be combined with other eighth grade units, so extensive preparation of this unit is not necessary.

Ice-breaking activities, role playing, and student initiated discussion should be encouraged with the main purpose being to introduce (or reintroduce) yourself and the guidance office to the students.

Obtain STUDENT PLANNING RECORDS of the students in the group if Unit 2 is to be included in this session.

ACTION

Role play with the students about what a counselor can be.

Read the REACTION STORY and encourage discussion concerning the possible roles of a counselor.

ACTIVITY

ROLE PLAY

Who, What, Where and Why is a Counselor?

Encourage a student to take on the role of a counselor and you become the inquisitive student.

Ice-breaking questions such as: Are you married?, What kind of car do you have?, can be fun and relaxing and lead to further questions.

Other possible questions might be:

1. Why are you a counselor?
2. How do I get to see you?
3. If my mother wants me to take Algebra, can you talk her out of it?
4. Can you help me find a job?
5. Can you help me decide what I want to be?

Reverse the roles. Conduct a Public Interview or hold a Press Conference where you answer their questions.

REACTION STORY

VERNA'S FUTURE

Verna is going into tenth grade and is really confused about whom to believe. Her mother, who is a practical nurse, says she should take Regents Biology so she can get into the nursing program at Monroe Community College. Bill, her boyfriend, took it last year and nearly flunked it and says it's really hard. Kevin, her brother, who is at Monroe Community now, took the General Biology and because there were no labs, he is having trouble doing lab work in his Industrial Technology Course. The Biology 10 course sounds a lot easier and even fun at times. Mr. Davies will probably teach it and Verna enjoyed the way he made her last science course interesting.

1. If you were Verna, how would you go about making this decision?

2. How do you think her guidance counselor could help her get things straight?

3. Is there a right answer? If so, what is it? If not, where does she go from here?

4. Thinking about your experiences in science classes, what do you think would be best for you?

RECALL SHEET

What is your counselor's name?

When is the best time for eighth graders to see their counselor?

With how many grades does your counselor work?

What do you think you would like to be doing in 5 years?

In what ways did you use your counselor to help you last year?

What kinds of help do you plan to get from your counselor this year?

UNIT 2

MY CAREER PLANNING RECORD

BEHAVIORAL OBJECTIVE

During a guidance session on career planning, 80% of the students in the eighth grade will review their **STUDENT PLANNING RECORD, will record and update their** career preferences and will add any new career activities in which they have participated.

INTENT

To demonstrate that the **STUDENT PLANNING RECORD can** be a very positive **resource in a student's life. The idea** can be **difficult, but as they look back on the past and** add changes, the process **is productive.**

PREPARATION

Pull the individual **STUDENT PLANNING RECORDS of the students in the group. New records will be necessary for students who have not previously completed it.**

This activity can be a part of Unit 1, which is an introductory session.

ACTION

1. Distribute the STUDENT PLANNING RECORD and have each student review the comments. Encourage them to make any corrections and to add any new career activities or ideas which they feel are valuable.

2. You can help them clarify the things they have done which, in some cases, they may not define as career activities.

3. If Units 1 and 2 are incorporated into a single unit, the REACTION STORY in Unit 1 may be used as motivation for career planning discussion.

BEHAVIORAL OBJECTIVE

80% of the eighth grade students, after participating in a number of self exploratory activities, will record on a reaction sheet their perceptions of themselves.

INTENT

To encourage students to think about themselves as changing individuals who have experienced things which could have a definite effect on the way they respond to their world.

PREPARATION

Reproduce any of the ACTIVITY sheets that you wish to distribute them to individuals.

Cut out pages from the Want Ads which demonstrate the kinds of jobs that are available and which emphasize the needs of the employers. If possible, encourage the students to find good jobs for themselves in the ads.

ACTION

The WANT AD activity can produce much worthwhile discussion, especially when supplemented by up-to-date want ads from the students.

The VALUE INVENTORY and REACTION STORY are very short, but quite thought-provoking when students start talking about themselves.

ACTIVITY

CHECK THE WANT ADS

1. Look over the want ads for possible jobs you might want.

2. Many employers are looking for more than just experience or skills. When it comes to hiring people to do a job, employers use many descriptive words about how people act, and how they work with people.

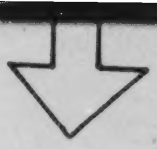
   List some of the traits you can find in these want ads.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

THINK ABOUT THIS

You are sitting in an office waiting room with six other people. As far as you know, you are all applying for the same job. Mr. Olsen on the other side of the door, is going to look at your school record and check with two references you have listed on your application. Then comes the interview! In a few minutes you will be sitting with Mr. Olsen. He will be trying to find out about you, how you feel about working, what kind of person you are. At the same time, you are wondering, "How do I compare with those other people? Am I as good as they are?

----- WHY SHOULD HE HIRE YOU? ----



60 Help Wanted

AIDE-Housekeeping Helper. Semi-invalid, modern home, pleasant working conditions. Must be experienced, congenial, neat. Steady worker. Live in or out. Brighton-Clover sec. Call 9-5, 328-7870.

ADMINISTRATIVE MANAGER: aggressive wholesale floor covering distributor seeks reliable person to head its customer service operation. Experience in phone work and inventory control would help, however we will train the right person, good pay, benefits, with an opportunity for advancement. Call Mr. Schiavo, 334-7882 for interview appt. From 7-9 p.m.

AUTO Parts Counter man; wanted by multiple line dealer. Experience helpful, but could train the right person if the desire to advance is possessed. Pleasant working conditions in an aggressive firm. Apply in person to Mr. Sherwin, Dollinger Motors, Inc., Brockport, N.Y.

BEEF BONER for meat packing plant, steady work, all company benefits, need steady and dependable person, will consider part time day workers, apply in person. Rochester Independent Packer, 11 Independence St.

BARMAID: Neat appearance, reliable, The Lemon Tree, 392-9900.

BARTENDER or BARMAID: friendly Barrel of Fun. Call only 1-3PM, 442-1440.

BUYER Manager, sales Hat department. McFarlin's Present manager is retiring. Someone needed who likes people. Age an asset. Pleasant surroundings. Company benefits 5 days, no nights, during regular season. Apply 10-5, daily. McFarlin's, Midtown.

BUYER TRAINEE: Excellent opportunity for mature industrius person. Present Co., 82 St. Paul.

CHEF: experience and good work record a must. Tremendous potential for right person. Good salary, paid hospitalization. Write Box 957MX This Newspaper.

CHILD CARE Experienced, mature person to take care of new born baby, prepare dinner, live-in. Comfortable room provided. Good salary, annual vacation. Send complete resume including references. Write Box 670MW this newspaper.

DENTAL Assistant: Highly motivated chairside dental assistant, 2 yrs. experience, Mon.-Thurs., 381-7790.

EMPLOYMENT COORDINATOR

Local branch of national employment service has opening for individual to interview, select, and find work for production level workers. Opportunity to learn about this employment service and eventually represent our services to companies in Rochester. Much dealing over the phone and in person with employees and customers. Prefer 1 or 2 years exposure to manufacturing or industry related work. Background open. A "people job" with advancement potential. Call for appt. between 10-12 Wednesday or Thursday. Bob Lewis, 232-7255.

60 Help Wanted

GENERAL Office Some Typing. Good Math Aptitude. Required. Varied Duties. $6,760. Joyce Davis, 546-5595, Talent Search, Inc., agcy., 607 Temple Bldg.

GUARDS: Full and part time openings in Batavia and surrounding areas. Uniforms furnished. Premium pay for legal holidays. Clean police and work record. Car and telephone essential. Apply in person, 9am-5pm, Mon.-Fri. to Pinkerton's Inc., 3 S. Fitzhugh St., Rochester, N.Y. 235-1340. An equal opportunity employer.

HOUSEKEEPER: with 6-9 yr. old girl or alone-unencumbered, to live-in. We are 2 adults plus 9 yr. old girl. Home in Pittsford on 6 acres of beautiful grounds, comfortable bedroom with TV, all food included. Party interested must have cooking experience, must be honest, reliable and hard working in return for lovely home living and modest reasonable wages. Perhaps this is what you have been wishing for. Please write giving details: info., address, references, phone number. Write 955MX This Newspaper.

LANDSCAPE Foreman. Must have working knowlege of turf care. Must be able to orginize lawn crew and supervise it's activities. Excellent benefit program. Call, Mr. Christiano, 244-1886.

MANAGEMENT

WE'RE LOOKING FOR PEOPLE WHO AREN'T LOOKING FOR A JOB

If you are looking for a career with virtually unlimited opportunity for growth and immediate responsibility, you may be the person we are looking for. If so we will provide a comprehensive development program that will prepare you for total management responsibilities of a million dollar business in a continuing growth potential. If you are an aggressive, self starter with proven supervisory skills and are people/results orientated send your resume to Larry Thomas.

STEAK AND ALE RESTAURANTS
4640 Kenmore Ave. Suite 514
Alexandria, Va. 22304
Equal opportunity employer

OFFICE WORK: for linen supply division. Heavy clerical, some telephone customer contact. Excellent hourly rate and fringes for conscientious person able to work under pressure. Apply 8-9AM or 4-5PM, Staub's, 951 E. Main.

OFFICE Part time Mon. Thurs. and Fri. morning. Prefer book experience. Must be responsible and accurate. Apply Park Edge, 1060 Ridge Rd. East.

PRODUCTION-Food plant: shift work, heavy lifting, references required, good pay, benefits, apply Flower City Bakery Products, 235 Buffalo Rd.

PROPERTY Manager mature individual to assume responsibility for total administration of local real estate properties for leading firm. Must be self starter, strong supervisor, and have excellent business habits. Degree and experience a plus. Write stating salary and requirements. Write Box 368 MX This Newspaper.

RECEPTIONIST Personable individual to greet public, typing, call for appt. 454-1700 ext. 410. An equal opportunity employer (M/F).

60 Help Wanted

REAL ESTATE SELLING can be very lucrative and a challenge for ambitious men or women! On a full time basis! Top commissions! Why not investigate? Call for interview if desirious of better income and independence! Will train! Bristol Realtors, 442-2310, 1.

RENTAL Agent interested in a versatile employment situation. Must be personable, and adaptable. Experienced in typing, and figure work. Full company benefits. Send resume with references to Box 873 MW this newspaper.

RESIDENT Manager Mature, responsible, job with established company. Looking for someone with eye on future. Choice of complex. Send resume with references. Couple preferred. Write Box 736 MX This Newspaper.

RETAIL Management Trainee. Brailman Uniform Co. has an immediate career opportunity for an aggressive, willing to learn individual. Call M. Rothfuss, 454-5145.

ROOM CLERK-Night Auditor: Fri. and Sat. nights, excellent working conditions for reliable person, experience preferred, but not necessary. Apply Mr. Robert Kohler or Mr. Greg Crandall, Hilton Inn on the Campus, 175 Jefferson Rd., Rochester, N.Y.

SALES CAREER OPPORTUNITY. Major distributor of consumer electronics and related lines is seeking an experienced, aggressive, high caliber individual to represent their products. Excellent compensation structure and complete benefits package. Send resume, including salary history to: Write Box 827MW this newspaper.

SALES Agressive sales person for retail waterbed sales. Hrs. 1-6 daily, 621-7990 after 6 PM.

SALES/Marketing manager new fast growing audio-visual product line for education and photography needs a creative, experienced and aggressive tiger to expand national sales. Extensive travel. Contact J. Nunn, V.P. Voxcom Division, Tapecon, Inc. 18 Latta Rd. 14610.

SALES-Service. Athletious person, neat, good character. Permanent opportunity. Major appliance company. Management potential. 458-2903.

SALES CLERK
$2.70 Per Hr. Start Salary
Mature reliable counter clerk for permanent part time position. 16 hours, 6 days a week. Apply Cadet Cleaners, Culver Parsells, Mon. 11:30-12:30.

SECRETARY: Executive, leadership ability and excellent secretarial skills. Salary to commensurate with ability. Medium size office. Send detailed resume with references. Write Box 830MW this newspaper.

SECRETARY Receptionist: doctor's office, Greece. Typing, must be neat, dependable. Challenging, interesting for the right person. Write 747 MW This Newspaper.

SECRETARY Small law office, shorthand, simple bookkeeping, challenging, responsibility, experience, maturity valued. Hours flexible. Start July or August. Ward Whipple, 454-3377.

LEGAL Secretary: Start $150. Fee paid. Must be bright and have good skills. Work for 1 attorney. Call Laurie Allen, Contact Agency, 530 Powers Bldg. 546-7000.

60 Help Wanted

SERVICE SALESMEN

Must be experienced. Prefer General Motors but not essential. Must be neat appearing and have desire to make money. We offer full company paid benefits. See Fred Zimmer or Gordon Myer.
TAYLOR CHEVROLET
N. WINTON AT BLOSSOM
442-0750

TELLERS: part time, Brighton, Mon. and Fri. all day and full time 1st 5 days of the month. 2nd opening, Mon. and Fri. all day, Tues.-Thurs. 12:45-3 p.m. Downtown, 10-2 p.m. 2nd opening, 10:30-2:30 p.m. Cashiering experience desireable, must be able to type. Good math aptitude. Enjoy public contact. Neat apperance. An Equal Opportunity Employer M/F. Write Box 728 MX This Newspaper.

TORCHMAN Steady work, for scrap yard. Apply Genesee Scrap, Oak St., corner Smith St.

Automobile

USED CAR MANAGER

Must be good closer! Hard working, energetic, long hours. Excellent opportunity!! Experienced preferred but will be held in confidence not necessary. All applicales will be held in confidence. Traver's Ridge East VW, 328-3741.

WAITRESS: Experienced only, or pendable. Full or part time. Capone's Villa, 334-7064.

1. Look over the want ads for possible jobs you might want.

2. Many employers are looking for more than just experience or skills. When it comes to hiring people to do a job, employers use many descriptive words about how people act, and how they work with people.

——List some of the traits you can find in these want ads.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

ARE YOU:	YES	NO	NOT SURE
a steady worker?	☐	☐	○
dependable?	☐	☐	○
neat appearing?	☐	☐	○
mature?	☐	☐	○
highly motivated?	☐	☐	○
an aggressive tiger?	☐	☐	○
honest?	☐	☐	○
reliable?	☐	☐	○
hard working?	☐	☐	○
a self starter?	☐	☐	○
people/results oriented?	☐	☐	○
conscientious?	☐	☐	○
accurate?	☐	☐	○
responsible?	☐	☐	○
friendly?	☐	☐	○
ambitious?	☐	☐	○
personable?	☐	☐	○
adaptable?	☐	☐	○
high caliber?	☐	☐	○
creative?	☐	☐	○
DO YOU			
have the ability to organize?	☐	☐	○
have a desire to make money?	☐	☐	○
enjoy public contact?	☐	☐	○
have a clean police record?	☐	☐	○
have a good work record?	☐	☐	○

ACTIVITY

Name_____

Date_____

VALUE INVENTORY

Here are some things that you may value or have feelings about when you think of your future job.

Rate them in the following:

Write in the space at the left "VI" if it is very important, "I" if it is important, or "NI" if it is not important.

I hope my job will

_____ allow me to be creative and make things on my own.

_____ let me use some of my skills.

_____ permit me to help others live a happier life.

_____ let me work with machines and things and stay away from the problems others have.

_____ give me status and importance so people look up to me.

_____ be secure so I don't have to worry about the future.

_____ allow me to work outside.

_____ permit me to work on my own.

_____ give me a feeling of togetherness and organization each day.

_____ allow me to be free of responsibilities and burdens of others.

_____ let me make enough money to own a lot of things.

ACTIVITY

WHO AM I? HOW HAVE I CHANGED?

Sentence Completion: Complete the following sentences with a word or two.

1. My favorite subject in school has always been _____.
2. A different subject I am taking this year is _____.
3. I usually do the best work in school in _____.
4. When I'm home and have free time to do anything, I usually _____.
5. If I put on music while I'm working, I like to hear _____.
6. When I was just starting school I thought, "When I grow up, I want to be a _____."
7. Since then I've thought about being _____ or _____ or _____.
8. Last year I learned more about being _____.
9. The **pastime** I really like the most is _____.
10. If I had a choice of all the places in the world, I'd live in _____.
11. If I could sit and talk with anyone in the world, I would visit with _____.
12. The thing I do the very best is _____.
13. The thing I would like to do the very best is _____.

EVALUATION

Check the 5 which are important to you.

Name a job

_____ 1. Work which allows me to invent new things, design new products or develop new ideas. CREATIVITY _____

_____ 2. Work which lets me plan and work for others to do. MANAGEMENT _____

_____ 3. Work which gives me a feeling of accomplishment. ACHIEVEMENT _____

_____ 4. Work which is carried out under pleasant conditions - not too hot or too cold, noisy, dirty, etc. SURROUNDINGS _____

_____ 5. Work which is done under a supervisor who is fair and easy to get along with SUPERVISORY RELATIONS _____

_____ 6. Lets me live the kind of life I like and to be the kind of person I wish to be. WAY OF LIFE _____

_____ 7. A job which provides me with work even in hard times. SECURITY _____

_____ 8. Work which brings me into contact with people I like. ASSOCIATES _____

_____ 9. Work which lets me make things that give beauty to the world. ESTHETICS _____

_____ 10. Work which makes me famous and earns the respect of others. PRESTIGE _____

_____ 11. Work which lets me work in my own way, as fast or as slowly as I want. INDEPENDENCE _____

_____ 12. Work that lets me do different types of jobs. VARIETY _____

_____ 13. Work which pays well and enables me to have the things I want. ECONOMIC RETURN _____

_____ 14. Work which lets me help others. ALTRUISM _____

_____ 15. Work which lets me think a lot and learn how and why things work. INTELLECTUAL STIMULATION. _____

RELATED ACTIVITIES

1. Utilize some of the self awareness activities from the "Discovery" program by Scholastic Book Services.

2. Utilize the activities from the filmstrip series, "Discovering Your Personality", by Guidance Associates, or "Getting to Know Me", by Eye Gate House.

3. Play the games, Insight and The Ungame , published by Educational Manpower Inc.

4. Using the paperback titled Open-Ended Stories, by Velder and Cohen (1973), published by Globe Book Company, select from the thematic key those open-ended stories dealing with "searching for identity".

5. Select a number of exercises for enhancing the career self awareness of this age group from the book, Exercises in Personality and Career Development, by Hopson and Hough.

WHAT DO I VALUE IN MYSELF AND A JOB?

BEHAVIORAL OBJECTIVE

80% of the students in the eighth grade, after completing at least one self exploration activity, will indicate on a list of work related values, those which they consider most important to themselves.

INTENT

To encourage students to reevaluate themselves with respect to previous discussions and activities which centered around their personal values and perceptions of what is important about the kinds of work they have considered.

PREPARATION

1. Review the exercises of Grade Seven, Unit 3 for possible strategies which could be repeated. (During the initial year of the program, the eighth graders may not have experienced these exercises and therefore the Grade Seven Units can probably be used effectively with them.)

2. Review the additional exercises available and reproduce any which you wish to use for individual students.

   a) The Reaction Story will create extensive value discussion and therefore is a valuable tool for a starter.

   b) Follow this with the Rank Order Questions or other strategies in Grade Seven, Unit 3.

3. Reproduce the EVALUATION sheet for the group.

ACTIVITY

RANK ORDER

Purpose

Each day of our lives we must make choices between competing alternatives. Some of them are minor decisions: "Shall I stay home tonight and watch TV or go to a friend's house for the evening? Shall I wear my blue or my white sweater?" And some are major decisions: "Should I buy a car or save my money for college?" "Shall I go to school this summer or work?"

This strategy gives students practice in choosing from among alternatives and publicly affirming and explaining or defending their choices. It demonstrates simply and clearly that many issues require more thoughtful consideration than we tend to give them.

Procedure

Explain to the **group** that you are going to ask them some questions which will require them to look deeper into themselves and make a value judgement. Give them three (or four) alternative choices for responding to each question and ask them to rank order these choices according to their own values.

Read a question, write the choices on a board or a newsprint pad and call upon six to eight students in turn to give their rankings. Each student quickly gives his first, second and third rankings. Of course, students may say, "I pass." After six to eight students have responded to a question, you might give your own rankings. Then a discussion may follow, with students explaining their reasons for their choices, even if they weren't among the original six to eight to speak.

Be sure to have students rank all the alternatives, not just their first choice. Try to have them name their choices instead of saying "2-3-1," or the like; and discourage them from saying, "The same" when their response is identical to the previous student's. Re-naming the choices helps everyone consider the alternatives more carefully.

Additional rank orders can be found in Values Clarification, Simon, Howe, Kirshenbaum. They are easily created and can be very valuable in encouraging thought about the kind of person I am.

SUGGESTIONS FOR RANK ORDER ACTIVITY

1. If I gave you $500.00, what would you do with it?
   ____save it
   ____give it to charity
   ____buy something for myself

2. Where would you rather live?
   ____on a farm
   ____in the suburbs
   ____in the inner city

3. Which would you rather be?
   ____an only child
   ____the youngest child
   ____the oldest child

4. How would you most **enjoy** spending a Saturday afternoon?
   ____working with a microscope
   ____putting on a play
   ____organizing games for children

5. How do you have the most fun?
   ____alone
   ____with a large group
   ____with a few friends

6. If you had an hour to spend waiting for a friend downtown, what kind of store would you go into?
   ____bookstore
   ____hardware and houseware store
   ____travel bureau

7. Which do you like the least in school?
   ____reading
   ____mathematics
   ____spelling

8. What job would you like the most?
   ____fixing or putting together a kit
   ____advising people about travel plans
   ____writing advertisements for local companies

9. If you were the shop foreman at Kodak and were told to lay off one man, who would you fire first?
   ____Bill works well, but comes in late at least twice a week
   ____Sam works very hard, but makes a great deal of careless errors
   ____George does above average work, but is constantly fighting and irritating his fellow workers

10. What kind of boss would you like to have?
____strict, with specific rules written out
____interested in your personal problems, wants to be your friend
____allows you to do as you wish until you make a mistake

11. Which would you most like to be?
____employee of an old established small company
____employee in a large company
____employee in a new small company

12. If you were married with a family, which job would you want?
____making a high salary, working away from home 3 to 4 days a week
____making an average salary with vacations at the same time as your children
____making a high salary by working overtime during the weekends and holidays

13. How would you spend your Spring bonus of $1,000.00?
____on travel
____on education
____on entertainment

14. What areas are important for a counselor to cover for high school students?
____career choices
____subjects required
____jobs opportunities
____personal problems

15. What aspect is most important about a job?
____amount of money you make
____how hard you have to work
____How much you enjoy the job

SUGGESTION:
Additional Rank Order strategies could be developed around current school situations.

REACTION STORY

GEORGE FACES A DILEMMA

Cathy and George have been married for only one year. Cathy has been teaching Mathematics for the last two years at the school three blocks away and loves her work. About three years ago, George started working as a mechanic at Judge's Ford after completing a two year Auto Technician program at Morrisville. He is considered one of their very best mechanics and they have given him steady raises ever since he started. Thursday, he was approached by an old friend who is starting a new company centered around customizing and rebuilding cars. George was offered almost twice as much money than he is making now, but the job requires a great deal of travel to Detroit, Milwaukee, Albuquerque, and Los Angeles. For at least five years he will spend more time traveling than at home with Cathy.

1. What values about working are important factors in influencing George's decision?

2. What kinds of problems do you see in entering into a business with an old friend? What precautions should George take if he should sign on with his friend?

3. What would you do if you were George?

MY VALUES AND MY FUTURE JOB

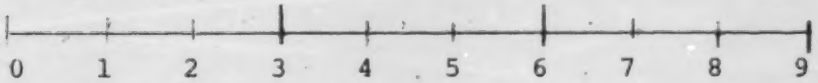
Here are some goals which each one of us must consider about ourselves and the jobs with which we get involved.

On a scale of 0-9, rate the following job considerations.

	Unimportant to me (0-3)	Important to me (3-6)	Very Important to me (6-9)

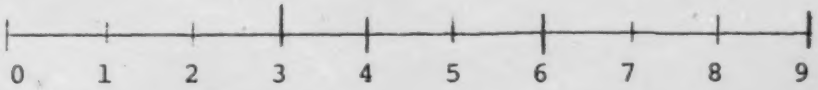
COMMUNITY SERVICE

Helping others, working to develop good feelings among people.



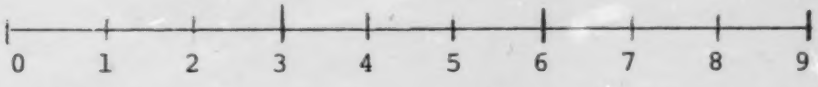
FAMILY CENTERED

My family comes first, then my job.



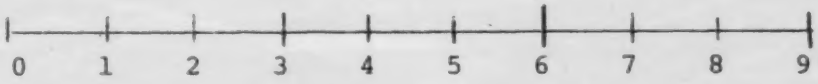
FINANCIAL

Being well-off financially, being able to buy the things I want.



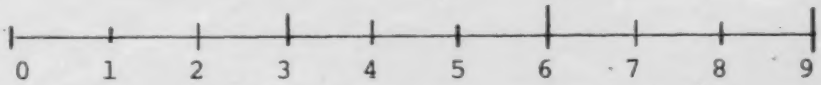
JOB CENTERED

My 8 hours at my work must be enjoyable and happy.



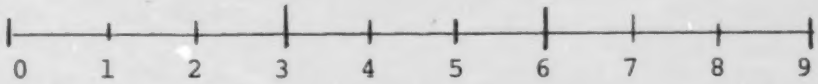
RESPONSIBILITY

I want to have some responsibility and make some decisions.



INDEPENDENCE

I can come and go as long as the job is done.



RELATED ACTIVITIES

1. Refer to the "Related Activities" section in grade 7.

2. Using the paperback, Open-Ended Stories, by Velder and Cohen (1973), published by the Globe Book Company, select from the thematic key, those open-ended stories under the category "a choice of values."

HOW ARE JOBS THE SAME OR DIFFERENT

BEHAVIORAL OBJECTIVE

75% of the students in the eighth grade, after a film series on job families, will list on a reaction sheet at least two job families, at least three jobs within each family, and briefly describe each worker's job within the family.

INTENT

To depict the interrelationships of jobs through films or film strips.

PREPARATION

Obtain any of the following AV presentations on Job Families:

Career Clusters: An Introduction to Related Occupations ,by Singer Education Division (SVE)

Listen To Learn career cassettes series by Eye Gate House

The filmstrips in the Discovery program by Scholastic

Exploring Careers filmstrip series by Singer (SVE)

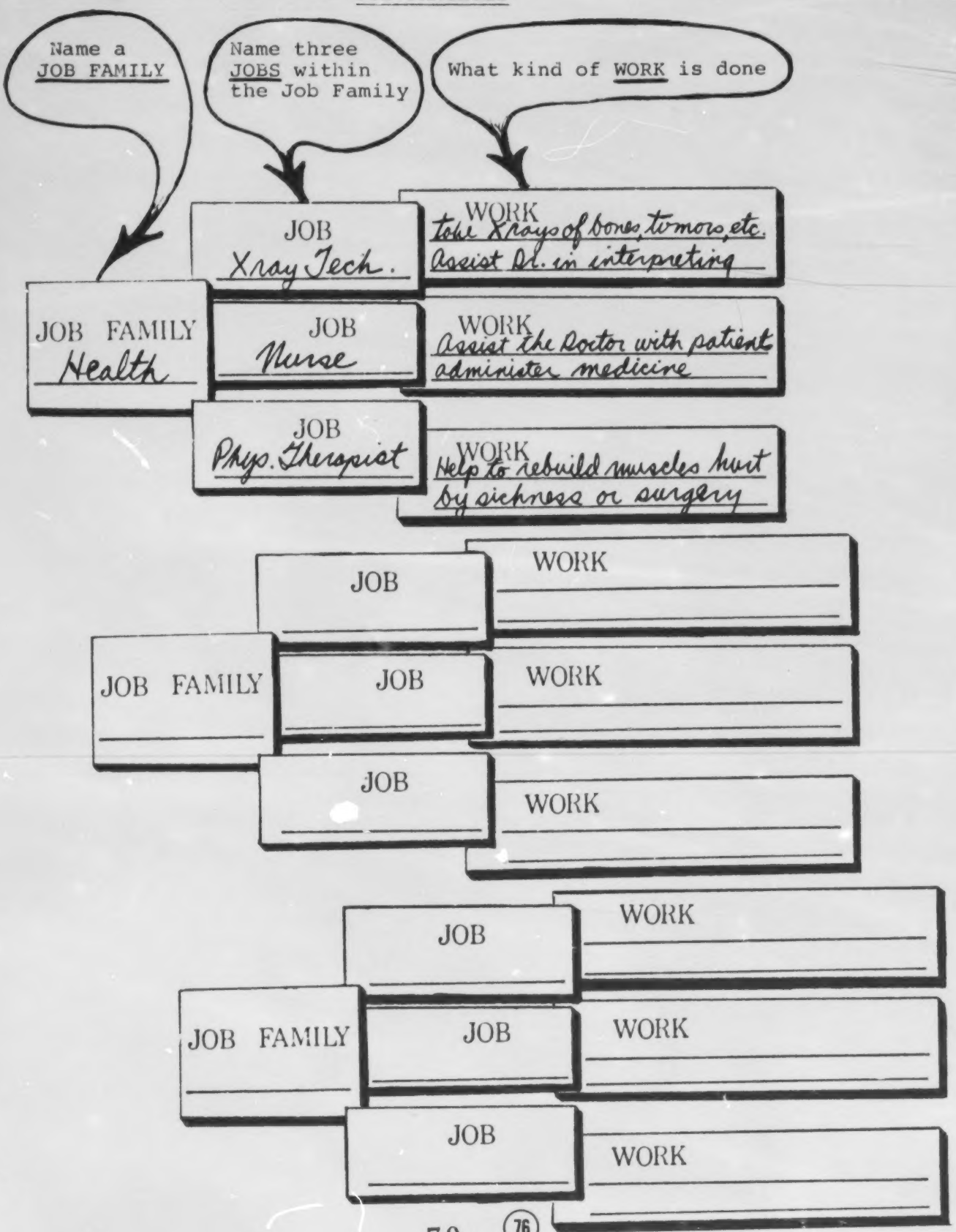
Keys' Career Exploration filmstrips series by S.R.A.

See the list of various JOB FAMILIES in the addenda for other ideas of organization.

ADDITIONAL FILMS AND FILM STRIPS

As more AV materials become available you will be informed. Information on obtaining them can be obtained through the Director of Guidance.

JOB FAMILIES



CAN MEN AND WOMEN DO THE SAME JOB?

BEHAVIORAL OBJECTIVE

75% of the eighth grade students, after a unit on career stereotypes, will list on a reaction sheet at least three jobs which been traditionally male or female dominated occupations and have recently experienced a change.

INTENT

To awaken students to the fact that sexual stereotypes pertaining to certain jobs are changing. This unit emphasizes that career choice should not be determined by sex identification.

PREPARATION

Review the REACTION STORIES before presenting them to a group. The resulting discussion can be extensive or limited. Accordingly, this unit may be used as a separate entity or included with Units 3, 4, or 5.

Reproduce the REACTION sheet for individual students or poll the group to determine their knowledge of what they understand about stereotyped jobs.

ACTION

Read the REACTION STORY to the group as a part of this unit or as an addition to Unit 3, 4, or 5. Discussion about stereotyped jobs can become quite vocal and revealing.

REACTION STORY

THE REBELS

In a large high school in the city there are four seniors who have caused a great deal of trouble for a lot of people. These four students haven't set fire to anything, they haven't gotten into fights or even "ripped" off the school. They've merely asked the question, "Well, why can't I do that?" Their parents, their friends, some of their teachers, have questioned them. "Why do you want to do that? It's just going to cause you more headaches than you need. Why not change your mind and think about something else? They've all said, "No," and continue to cause problems.

What were they doing to cause so much trouble. Well...

Bill wants to train to be a nurse; Cindy is applying for the Fire Science Program; George is planning to earn a degree to teach kindergarten; Alice has sent in the registration fee for the Revere Truck Driver School.

1. Why are these students getting such a hassle?

2. Have you ever seen a male nurse, a female fire fighter, a male kindergarten teacher, a woman truck driver?

3. Can you think of other situations where people may have troubles getting jobs because they are men or because they are women?

4. How about troubles people have getting jobs because they are different? too old? too young?

5. Do you feel the hassle involved in breaking down job barriers is really worth it?

REACTION STORY

CAN MEN AND WOMEN DO THE SAME JOB?

Bob has wanted to be a laboratory technician ever since he first received a chemistry set for Christmas. He enjoyed science in school and did quite well in math although, at times, the concepts were hard for him to understand. After he graduated from high school, he went to Clarkson Tech. where he majored in Electrical Engineering and Computer Science. His grades were well above average and he graduated with honors. He was also accepted into the honorary engineering society.

When Cathy was still very little, she created her own laboratory in the basement. In high school, she, science,and math made a happy combination. After she graduated from high school, she went to Brooklyn Polytechnical Institute where she majored in Electrical Engineering with a minor in Computer Science. Her grades were strong enough for her to graduate with honors.

Eastman Kodak is looking for a candidate for the Electrical Engineering Division. This person is to be trained to eventually supervise a team of researchers who are to create a special flash unit for a new camera model.
The position requires someone with a good basic knowledge of electrical circuits and computer controlled machines, and the ability to organize a team which works well together.

1. Do you think Cathy could handle the job as well as Bob?

2. Do you think that being a woman will be a disadvantage for Cathy? Why? Why not?

3. Because Bob is a man, do you think he would be a better administrator? Why? Why not?

4. Whom would you hire?

CAN MEN AND WOMEN DO THE SAME JOB?

1. Thinking about all the jobs that people do, can you name five jobs which are held mainly by women?

2. What jobs are filled almost completely by men?

3. Can you think of some jobs which traditionally have been filled only by men,but in which women are now working.

4. What jobs show men moving into work which traditionally has been done by women.

RELATED ACTIVITIES

1. Utilize the activities accompanying the filmstrips, "Masculine/Feminine", by Scholastic Book Services, and "Jobs and Gender" and "Women Today", by Guidance Associates.

2. Utilize the activities from the slide series "Man and Woman: Myths and Stereotypes", by Society and Mankind.

3. Collect and discuss sexist articles and research appearing in newspapers, magazines, books and on television.

WHAT HIGH SCHOOL COURSES CAN HELP ME GET A GOOD JOB

UNIT 7

BEHAVIORAL OBJECTIVE

90% of the students in eighth grade, after a planning unit on courses and programs in high school will list on the STUDENT PLANNING RECORD a four year high school program containing courses which will be valuable for them in preparing a career in the future.

INTENT

To bring to the attention of the students the many career programs available in high school. To reinforce the students' understanding of the relationship of High School.

PREPARATION

Traditional activities of the guidance office, such as program planning, course registration and schedule development can be used in meeting this objective.

The possibility of following a career related program planning session with the EVALUATION form (STUDENT PLANNING RECORD) can give this traditional information-giving activity a stronger career flavor.

Pull the individual STUDENT PLANNING RECORDS of the students in the group.

Bring together the following materials to be used by the students. Leading them through some of the pamphlets during the program planning session can open their eyes to programs which they have not known about before.

(1) 75-76 OPPORTUNITIES FOR CAREER EDUCATION
(2) ROCHESTER CITY SCHOOLS - COURSE DESCRIPTION
(3) OPPORTUNITIES UNLIMITED
(4) INDUSTRIAL ARTS AND OCCUPATIONAL EDUCATION "step down"pamphlet
(5) AFTER SCHOOL AND SUMMER OCCUPATIONAL PROGRAMS
(6) CONTINUING EDUCATION FOR ADULT 1975-76
(7) EDISON TECHNICAL AND INDUSTRIAL HIGH SCHOOL PROGRAM
(8) STUDENT COURSE ELECTION SHEET

When the 76-77 OPPORTUNITIES FOR CAREER EDUCATION is available, the most comprehensive of all the individual pamphlets could be used as a guide to make sure all the areas of career education are covered.

ACTION

Distribute appropriate literature to the students.

Encourage them to go through the material page by page by making observations about programs described.

Distribute the EVALUATION sheet at the end of the session (STUDENT PLANNING RECORD) and have students complete a four year program.

GRADE NINE

Ninth graders are now completely in the high school program and in some cases are in a new school with a new counselor. The first sessions at this level therefore, emphasize orientation, review of past career experiences, and greater involvement with the counselor concerning educational planning.

Administration of an interest inventory is encouraged to help clarify some of the career dreams and develop greater self awareness of individual aptitudes and abilities. As the students continue this vocational exploration, sources of career information found in the school are introduced and will become a part of their vocabulary.

During the traditional program planning sessions, the students' interests, abilities, and aptitudes can easily be used as guides in developing academic sequences.

UNIT 1

CAN MY COUNSELOR HELP ME FIND A JOB IN THE FUTURE?

BEHAVIORAL OBJECTIVE

80% of the students in the ninth grade, during a guidance session on the role of the counselor in career development, will identify on a summary sheet at least two ways they plan to use the counselor as a career resource person, and at least one other way a counselor would be helpful.

INTENT

To introduce the students to the high school counselor and to encourage them to think of the counselor as someone who can help with plans for the future.

PREPARATION

Units 1, 2, and 3 can be combined into a cluster for one or two sessions. These sessions may be useful as an introduction to the high school. (In a number of schools, this will be the first year in the building for the 9th grader.)

Grade Seven Unit 1 could be considered for possible introductory activities if all of the students are new to the building.

Reproduce any of the ACTIVITY sheets you wish to distribute to the students.

Reproduce the EVALUATION sheet which can also be used as an ACTIVITY sheet. The C refers to career resources and the O refers to other resources.

ACTION

Encourage discussion and thought about what a counselor is and how a counselor can help in career plans as well as other areas.

ACTIVITY

WHAT'S A HIGH SCHOOL COUNSELOR?

REACTION STATEMENTS

1. "A high school counselor is in school to make sure that all students make the right decision about their future."

2. "My parents know what is best for me, and I should therefore do what they think I should do."

3. "Ninth graders are too young to think about their future and what jobs they could be doing. The junior year is time enough to start planning."

4. "Parents really don't understand all of the courses and problems in high school, so they should leave it up to the kids. It's the kids' lives anyway, not the parents'."

SUGGESTIONS FOR USE:

1. Read a statement to the group, and encourage discussion and reaction.

or

2. Distribute copies to the students, and encourage discussion.

or

3. Have one student debate a statement with another.

ACTIVITY

"HOW MANY OF YOU...?"

Ask the students to respond by raising their hands in favor, or thumbs down, in response to these "How Many Of You..?" questions. Encourage the students to add some of their own questions,and then open up for discussion. You should always vote along with the students, but to keep from influencing tne vote, you might wait for a split second after most of the students have started to vote. If you wish, add a "spicy" one to keep the action going.

Discussion can follow after 5 to 10 votes and can be easily channeled by referring back to the more controversial votes.

HOW MANY OF YOU ...??

1. think teenagers should be allowed to choose their own courses?

2. will raise your own children more strictly than you were raised?

3. feel that planning for careers in ninth grade is too early?

4. want to learn more about certain possible vocations open to you in the future?

5. know what you want to be "when you grow up"?

6. think you should know what you are going to be "when you grow up"?

7. want to know where you can get stuff which will tell you more about jobs?

8. think that women should stay home and be primarily wives and mothers?

9. Would like to take a kind-of-a test which would give you an idea about what jobs might be good for you to look into?

10. think that the curriculum in school is designed for teachers rather than students?

11. would come to school if you did not have to?

Similar questions can be found in:

Values Clarification: A Handbook of Practical Strategies for the Teachers and Students, Simon, S.B., Howe, L.W., and Kirschenbaum, H. Pages 38-57.

EVALUATION

Name _____ Date _____

THE COUNSELOR'S ROLE

Counselors are around to help. They have been known to do all of the following things for students.

Check off any of the following activities which you would like to do with your counselor.

(O) __ help me understand why I think some of the things I think

(O) __ get a better feeling about how I deal with my friends

(C) __ show me how jobs are different, how much I can earn

(C,O) __ let me see my own records with all the test results and comments

(O) __ help my parents understand why I don't get A's

(C) __ help me to find information about working as a _____

(C) __ make up my schedule of classes

(C) __ help me to visit a _____ on the job to understand more about the job

(C) __ help me convince my parents to allow me to become a _____

(C) __ take a survey which would tell me what jobs I might think about

(O) __ arrange a meeting of my parents and my _____ teacher

(C,O) __ change my schedule to allow me to _____

(O) __ help me to make more friends and keep them

(C) __ give me a better idea about working

(O) __ explain to my teachers why I have trouble with _____

(C) __ explain to me what courses I need to be a _____

(C) __ help me to get to school on time

(O) __ help me to understand why I don't do as well in school as I would like

(C) __ help me get to school more often

BEHAVIORAL OBJECTIVE

80% of the students in ninth grade, during a guidance session on types of careers,will take the THINGS TO DO interest Inventory and identify on the career chart the kinds of job activities they are interested in doing.

INTENT

A simple 15 item interest inventory can help students to think about the types of careers that seem the closest to their interests.

PREPARATION

Obtain the necessary quantity of THINGS TO DO Inventories and charts. Read the instructions carefully, take the inventory yourself,and administer it to a practice group.

ACTION

Distribute the THINGS TO DO Inventory to the group,and allow at least 15 minutes for the group to complete it.
--Score the inventory together. Many students do not understand the idea of tallying a score, so talk them through the scoring process. Distribute the chart,and encourage discussion about the verbs used to identify the different job areas. Have students circle the verbs which best describe the job activities they are interested in doing.

"THINGS TO DO"
Counselor's Manual (Preliminary Form)*
*Condensed from Dr. Virginia R. Boehm's material.

What is "Things to Do"

"Things to Do" is a one-page interest inventory designed to help the Counselor broadly assess the counselee's vocational preferences. Its 15 blocks each contain a noun in capital letters (CARS, NEWSPAPERS, etc.) and four verbs or verb phrases describing things that can be done with the noun. The counselee checks the verb he likes best in each box.

It is written in simple language and can be administered orally if necessary, although research with it has shown that most counselees can read it without difficulty. The nouns come as near to being contemporary American cultural universals as feasible, and the verbs are intentionally biased to reflect work activities highly visible either directly or through the mass media. These features are designed to make it particularly applicable for use with the disadvantaged whose exposure to the world of work may be limited.

The counselor may find "Things to Do" valuable for a variety of purposes. It can help acquaint the counselee with the broad scope of the world of work. It can provide a springboard for a discussion of work atmospheres indoor vs. outdoor, white vs. blue-collar, etc. Research has shown that "Things to Do" does distinguish between youth expressing a preference for different broad groups of occupations, such as "crafts" versus "clerical" or "service". Also, the inventory may be used to gain some insights into the interests of a counselee who is unable to complete some other interest measure, such as the Kuder or Holland, because of reading difficulties or lack of time.

Flexibility in the use of "Things to Do" is encouraged. While the interpretation here, in terms of the Data, People, Things categories has been shown to have utility, the Counselor may develop some other way of using the inventory that supplements this approach and lends additional value to its use.

DATA, PEOPLE, AND THINGS

These concepts represent in a very elementary sense, broad ways of viewing tasks in the world of work. They are a condensed form of the Data, People, and Things sequences used in the Dictionary of Occupational Titles. As occupations may involve more than one of these elements, their possible combinations must also be considered. The basic definitions of Data, People, and Things and the relevant combinations follow.

ADMINISTRATION

"Things to Do" has been administered both individually at the counselor's desk and in a group setting. Either procedure is satisfactory, although if the counselee is thought to have a severe reading problem, individual administration is to be preferred. Administration is untimed. Most counselees finish within five minutes or so. Counselees should be encouraged to give rapid answers and not dwell on any one item.

The counselor who administers "Things to Do" should be thoroughly familiar with the form so as to be able to answer any questions the counselee may have. Help in reading or explanation of items should be given as needed. The counselor should be careful to avoid evaluative remarks about any item.

Counselees should be strongly encouraged to complete each of the fifteen boxes but not compelled to do so. An occasional counselee expresses total disinterest in a box as a whole and simply cannot give a meaningful response to any item in it.

More than one check mark in any one box makes interpretation extremely difficult. If this occurs, the counselee should be told to erase or cross out the extra mark or marks and leave only one check for the activity liked best or disliked the least.

SCORING

The scoring of "Things to Do" involves adding up the number of checks the counselee places beside items coded into each of the six Data-People-Things categories. The six scale scores of a counselee should add up to fifteen. The maximum score on any one of the six scales is ten points.

Scoring is usually faster when the counselor writes the scale designation that corresponds to the response of the counselee next to each box, and then adds up the total for each scale and records them in the blank area on the sheet at the upper right. The six scales are arranged in a standard order in all the interpretive material.

1. Data
2. People
3. Things
4. Data-People
5. Data-Things
6. Data-People-Things

Each box on this page has something written in CAPITAL LETTERS and four things to do with the word in the box.

This is an example:

MACHINERY	
☐ assemble	T
☐ sell	DPT
☐ operate	D
☑ repair	DT

Your job is to check ✓ the one thing you like to do best in each box. In the example, "repair MACHINERY" is checked. Check what you like to do best in each box.

ANIMALS	
☐ direct feeding	DPT
☐ raise	DT
☐ look after	P
☐ train	DP

HOTELS	
☐ decorate	DPT
☐ clean	T
☐ keep records	D
☐ carry luggage	P

CARS	
☐ repair	DT
☐ put in gas	P
☐ assemble	T
☐ manage sales	DP

AIRPLANES	
☐ assemble	T
☐ serve passengers	P
☐ pilot	DT
☐ navigate	D

CHILDREN	
☐ cut hair	DPT
☐ look after	P
☐ assemble toys	T
☐ teach	DP

COMPUTERS	
☐ sell	DP
☐ program	D
☐ assemble	T
☐ punch cards	DT

MEALS	
☐ serve	P
☐ prepare food	DT
☐ manage cooks	DPT
☐ clean up after	T

CLOTHES	
☐ sell	DP
☐ sew	T
☐ make pattern	DT
☐ design& fit	DPT

TV SHOWS	
☐ write	D
☐ act in	DP
☐ photograph	DPT
☐ broadcast	DT

FOOD	
☐ sell	P
☐ manage factory	DP
☐ advertise	D
☐ pack	T

NEWSPAPERS	
☐ keep records	D
☐ deliver	P
☐ write news	DP
☐ print	DT

ADVERTISING	
☐ write	D
☐ lay-out	DPT
☐ photograph	DT
☐ model for	P

HOSPITAL PATIENTS	
☐ keep records	D
☐ look after	P
☐ treat	DP
☐ operate on	DPT

HOUSES	
☐ paint	T
☐ decorate	DPT
☐ sell	DP
☐ keep records	D

TYPEWRITERS	
☐ make	T
☐ operate	D
☐ sell	DP
☐ repair	DT

TALLY TOTAL	
D	____
P	____
T	____
DP	____
DT	____
DPT	____

D = DATA

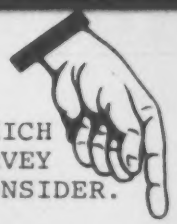
P = PEOPLE

T = THINGS

DT = DATA-THINGS

DP = DATA PEOPLE

DPT = DATA-PEOPLE-THINGS



FIND THE AREA BELOW WHICH THE "THINGS TO DO" SURVEY SUGGESTS YOU SHOULD CONSIDER.

THINK OF THE JOBS WHICH INVOLVE THE ACTIVITIES MENTIONED IN THE AREA.

WHAT KINDS OF JOBS WOULD YOU LIKE TO DO?

_____

_____

_____

PEOPLE

SENSITIVITY-PERSONALITY-SOCIAL
Assisting-Guarding-Attending-Aiding-"Looking After"-Selling-Modeling-Caring-Praying-"Waiting On"

DATA - PEOPLE- THINGS

SERVICE-DELIVERY-PROTECTION
Driving-Interior Designing-Protecting-Taking Dictation-Paying-Receiving-Bookkeeping-Dispatching-Storing-Photographing-Cashiering-Cooking

DATA - THINGS

THEORIES-IDEAS-INSIGHTS
Researching-Reading-Studying Designing-Drawing-Creating-Writing-Painting-Dancing-Composing-Investigating-Computing-Testing-Flying-Directing-Printing-Upholstering

DATA

FACTS-RECORDS-NUMBERS
Counting-Figuring-Collecting-Organizing-Editing-Collating-Auditing-Cataloging-Proofreading-Typing-Drafting-Managing-Planning Designing-Measuring-Testing-Programming-Bookkeeping

THINGS

MACHINES-MATERIALS-EQUIPMENT
Handworking-Sawing-Hammering-Building-Measuring-Welding-Driving-Repairing-Planting-Growing-Pruning-Machining-Carrying-Fixing-Maintaining-Transporting-Painting

DATA - PEOPLE

MEDICINE-LAW-MANAGEMENT
Educating-Teaching-Counseling-Interviewing-Acting-Performing-Singing-Selling-Coaching-Computing-Piloting-Nursing-Ministering-Judging

Data (D)

Occupations involve working with words or numbers in a specific content area. Skill levels range from routine record-keeping, typing, and filing to scientific research, writing, and accounting. **Scores on the "Data" Scale are positively related to the Holland Investigative and Conventional Codes.**

People (P)

Occupations center around routine personal or business service. Included are food servers, switchboard operators, nurse aids and attendents, messengers, etc. (More complex service occupations are classified Data-People.) **Scores on the"People Scale"are related to the Holland Social Codes.**

Things (T)

Occupations focus on working with materials by hand or with machinery. They range from unskilled labor to precision workmanship with pre-determined standards. High scores on the "Things" **Scale** are related to the **Holland Realistic Codes.**

Data-People (D-P)

Occupations involve interpersonal contact where the worker's specialized knowledge determines the nature of the interaction. Included are higher level service **occupations** (teaching, medicine, law, social work, etc.),some business occupations (supervisory/managerial, interviewing, sales), and the performing arts. "Data-People" scores relate positively to **the Holland Social, Enterprising, and Investigative Codes.**

Data-Things (D-T)

Occupations require the application of a content area to materials. They range from routine inspection tasks to the apprenticeable crafts, technical occupations, and engineering. Scores are related **positively with the Holland Realistic and Conventional Code.**

Data-People-Things (D-P-T)

Occupations use materials to render personal or business services that require application of a content area. Included are such diverse occupations as taxi driver, barber, interior decorator, and surgeon.

INTERPRETATION

Interpretation of "Things to Do" should concentrate much more heavily on scale scores than on responses to individual items as individual items were selected for their familiarity rather than for their representativeness or suitability for actual occupational choices for most counselees.

The information in "Things to Do" can indicate broad occupational interests, but the form is much too brief to be able to differentiate between occupations that are closely related.

The scores can be reviewed from 4 perspectives:

A) Is there a clear strong pattern? A "flat" pattern (no 4's) indicates that interests are not yet defined. People with this pattern should be encouraged to explore widely.

B) Possible indications of level of aspiration.

Interest patterns can reveal something about a person's level of aspiration. A score of 4 or more in any of the following may mean that the counselees "see"themselves as belonging in an occupation which requires a "low" level of skill and short-term training rather than "high" level skill and long-term training.

Level of Occupational Aspiration

D	Range of levels
P	Low
T	Low to Medium levels
DP	Medium to High
DT	Range of levels
DPT	High

C) Male - Female Pattern

Since other studies of interest patterns have shown sex differences, data on male-female patterns on "Things to Do" were compiled.

On the whole, girls score higher than boys on the "Data" and "People" scales and boys score higher on "Data-Things". Differences on the other three scales are minor. However, it should be kept in mind that the number of cases of girls is very small and further information about "Things to Do" will probably result in changes.

MY CAREER PLANNING RECORD

BEHAVIORAL OBJECTIVE

80% of the students in ninth grade, during a guidance session on career planning, will review their student planning record, will record and update their career preferences, and will add any career activities in which they have participated.

INTENT

To refresh the students' memories about some of the things they have done and thought about, and encourage them to add new activities and new possibilities to their career plans. All students should have an up-to-date planning sheet by the end of the session.

PREPARATION

Assemble the STUDENT PLANNING RECORD for distribution to each student in the group. Blank records should be available for those students who do not have one.

ACTION

Pass out STUDENT PLANNING RECORD and review the pertinent information to make sure it is completed.

Encourage students to consider the correlation between their course in high school and future career choices.

Review the four year program projected in eighth grade and change as appropriate.

This unit can easily be combined with Unit 1 and possibly with part of Unit 2.

BEHAVIORAL OBJECTIVE

70% of the students in the ninth grade, after a unit on sources of career information, will complete a source identification instrument demonstrating the ability to find occupational information with no more than 2 inappropriate responses.

INTENT

To give ninth graders an overall view of what career information is and where it can be found both in and out of school.

PREPARATION

Centrally localize and inventory your school's available sources of career information so students can inspect it and use it as a reference.

See the ACTIVITY sheet for a listing of suggested career information sources. You might wish to increase your school's collection by borrowing or purchasing some of the suggested materials.

Higher education, training programs, and apprenticeship information could easily be included as a valuable source of career ideas.

Involving your school librarian in this unit could be a great asset.

ACTION

Involve the students with as many of the materials as possible, and inform them of their availability and how they can be used.

Up-to-date career files in some schools are probably the most extensive sources and should be brought to the students' attention.

ACTIVITY

CAREER GUIDANCE MATERIAL

REFERENCES:

Dictionary of Occupational Titles,
Vol. 2, 3rd Edition,
Department of Labor
Bureau of Employment Security
U. S. Government Printing Office,

Occupational Outlook Handbook,
Ibid.

Encyclopedia of Careers and Vocational Guidance,
Volumes I and II
Doubleday Publishing Co., Country Life Press
Garden City, New Jersey

The National Guidance Handbook,
A guide to Vocational Education Programs
Science Research Associates
259 East Erie Street, Chicago, Illinois

FILMSTRIPS:

Scholastic Book Service
904 Sylvan Avenue, Englewood Cliffs, New Jersey 07632

Guidance Associates,
757 Third Ave., New York, New York 10017

Inquiry Audio Visual
1754 West Farragut Ave., Chicago, Illinois 60640
Society and Mankind

Houghton Mifflin Career Insights and Self Awareness Games
Pennington-Hopewell Road
Hopewell, New Hampshire, 08525

ACTIVITY

Commercial Publishers:

Science Research Associates
259 East Erie Street
Chicago, Ill. 60611

American Guidance Service, Inc.
Publishers Building
Circle Pines, Minn. 55014

Childrens Press
1224 West Van Buren Street
Chicago, Ill. 60607

I.G. Terguson Publishing Co.
6 North Michigan Avenue
Chicago, Ill. 60602

B'nai Brith Vocational Service
1640 Rhode Island Avenue, N.W.
Washington, D.C. 20036

Careers
P.O. Box 135
Largo, Florida

Bellman Publishing Co.
P.O. Box 172
Cambridge, Mass. 02138

Vocational Guidance Manuals
235 East 45th Street
New York, NY 10017

National Vocational Guidance Assoc
American Personnel and Guidance Assoc.
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009

Department of Labor Publications
Department of Labor
Manpower Administration Information Office

Chronicle Guidance Publishers
Moravia, NY 13118

Educators Progress Service, Inc.
Randolph, Wisconsin 53956
(Educators Guide to Free Guidance Materials)

CAREER OBSERVATION PROGRAM

Do not neglect to mention that any student can spend a morning or afternoon with a member of almost any profession in the county. Through the City School District's Career Observation Program supervisor's office, students in high school can make arrangements to visit with people on the job.

Various copies of a STUDENT REACTION SHEET to take on the visit are available in the ADDENDA units.

TO: GUIDANCE COUNSELORS

FROM: EXPLORING DIVISION

Exploring is a program for high-school-age youth designed by the Exploring Division, B.S.A. to meet the needs, desires, and concerns of the next generation of citizens. It achieves its purpose through a planned program of action that brings young people voluntarily into association with adults. The adults are carefully selected and trained, and by the example of their character, citizenship traits, knowledge, and promotion of physical and mental fitness, they are a positive force in the lives of youth.

As an up-to-date approach to high-school-age young people, Exploring helps them find their present and future roles as individuals in society and in the world of work. These goals are fulfilled through the planned program of action in activities related to vocational, social, service, citizenship, outdoor, and personal fitness and relevant to the immediate interest of young adults in any part of the nation or phase of society.

Exploring is used by established institutions including business, industrial, professional, service, and religious organizations. It seeks focal points of interest that will attract and hold young people and adults in common association.

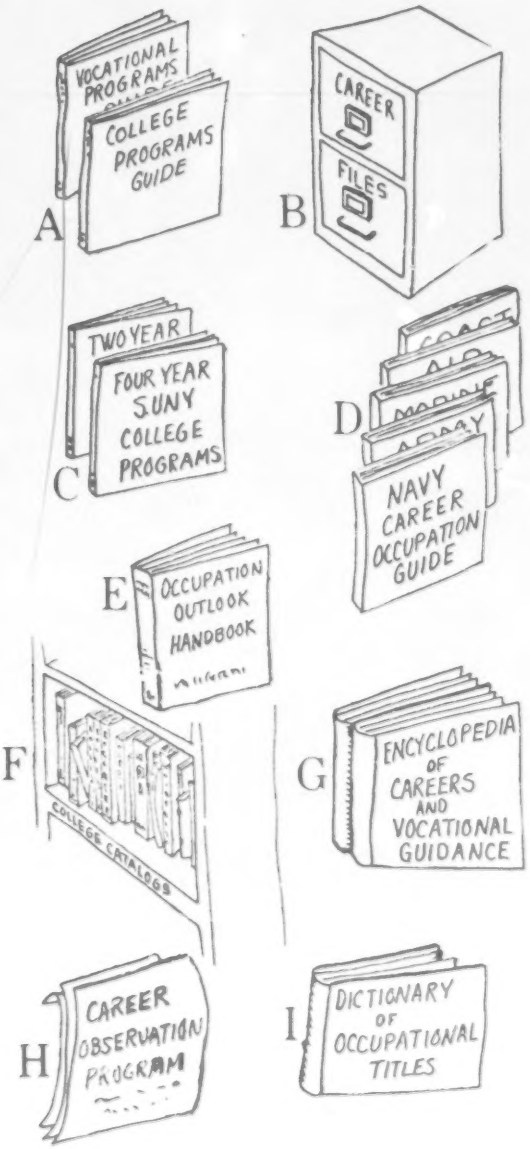
The key to Exploring is the opportunity for your young adults to be invloved in a "hands on" career centered program. By returning your students questionnaire to the Exploring Division, 474 East Avenue, Rochester, NY 14607, your students can be invited to one or more Explorer Posts and begin to "explore" a career of their choice.

Name_____ Date_____

EVALUATION

HOW DO YOU FIND OUT ABOUT IT

In which of these sources would you find the following information?



1. Name and **address** of the American Forestry Association

   _____

2. Pamphlets on **how to become a teacher**

   _____

3. Line up an interview with a lawyer in his office

   _____

4. Jobs that are alike in the area of transportation

   _____

5. Average starting pay for a hairdresser

   _____

6. Number of years of education required to be a licensed practical nurse.

   _____

7. The Diesel **Me**chanic schools in New York State

   _____

8. Job in the area of Home Economics

   _____

9. Required courses for an Auto Technology program

   _____

10. Jobs available after serving as a U. S. Navy radio operator

    _____

WHAT AM I GOOD AT?

BEHAVIORAL OBJECTIVE

70% of the students in the ninth grade, after a unit on their interests and abilities, will indicate on a rating sheet a self-estimate of their interests and abilities.

INTENT

To encourage students to develop a clearer view of their abilities and to be able to organize them from highest to lowest.

PREPARATION

Reproduce those ACTIVITY sheets which you wish to have filled out or used to stimulate discussion.

Reproduce the EVALUATION sheet for the final summary of the students' assessment of their abilities.

ACTION

Compare and contrast the concepts of ability with those of interest. Reference can easily be made to the interest inventory and report cards.

Individual checklists can produce worthwhile discussion if it is encouraged.

The REACTION STORY and REACTION STATEMENTS can be used to initate discussion .

The EVALUATION sheet can also stimulate discussion.

REACTION STORY

JAMES FAKES 'EM OUT

James has always been able to fake most of his teachers out. They stand up in front and give all these facts, write madly on the board and sometimes get some good talking goin' about what's comin' off. At the end there's always some assignment to do for homework. "Homework...that's a laugh." James hasn't had a book in his house since he was back in #53 school. When the week comes to an end and the teacher gives a test or a quiz, James has always been able to answer most of the questions from what he heard in class or knew before.

Now that he is a junior, he's starting to run into more complicated questions, essays, math problems, and science labs which take a lot more work to get the C's he usually pulls down. The D's and E's are starting to pile up, and James is beginning to wonder if it's worth changing his style.

1. How important is it for James to get C's anyway? When he needs to know some stuff for a job he can always learn it. Why should he worry about his high school grades?

2. What good is it to learn algebra which he probably will never use? What's the sense in studying things that happened way before he was born?

3. James has the ability to learn when he wants to. Why should he sweat it now in school?

MAKE THE STATEMENT LOUD AND CLEAR, and then sincerely read some of the responses as if you really believed them. Develop discussion around the various reactions of the group.

EMPLOYERS ARE INTERESTED IN YOUR HIGH SCHOOL RECORD.

a. "You take an awful lot of stuff in school that your boss really doesn't care about."

b. "If you've got it together, you learn the stuff on the job."

c. "In high school you're still a kid and don't really care."

POOR ATTENDANCE IN HIGH SCHOOL PREDICTS A POOR JOB RECORD.

a. "You don't get paid in school. If you're getting money for bein' there, you'll be there."

b. "You're still young, and school's a bore. Work is different."

MATH AND ENGLISH ABILITY ARE IMPORTANT TO AN EMPLOYER.

a. "What kind of math do I need if I'm just going to work at Kodak?"

b. "My brother can't spell nothin', and he's pullin' in $200.00 a week."

c. "I know a guy with a degree from college who can't even get a job."

YOUR ABILITY TO GET ALONG WITH PEOPLE IS VERY IMPORTANT IN KEEPING A JOB.

a. "If I'm good at what my boss wants me to do, who cares if I get along with anybody or not?"

b. "When it comes to firin' somebody, it all depends on when you were hired. The last go first."

c. "The boss is interested in making money; he doesn't care about how happy his workers are."

As quickly as you can, list things in your life which you really love to do. There ARE NO RIGHT OR WRONG ANSWERS!

	R	M	F $	P or A	N7	T
1						
2						
3						
4						
5						
6						
7						
8						

INSTRUCTIONS FOR COUNSELOR:

After students complete the lists, you will need to give further instructions, pausing after each one to allow time for students to make their lists.

1. In the first column put an "R" by any item which involves some RISK. The risk might be physical, intellectual, or emotional. (In other words, which things in your own life which you love to do require some risk?)
2. In the second column using the code letters F and M record which of the items on your list your Father and/or Mother might have had on their lists if they had been asked to make them at your age.
3. In the third column place a dollar sign ($) by any item which costs more than ten dollars each time you do it.
4. In the fourth column place either the letter "P" or the letter "A" next to each item. The "P" is to be used for items which you prefer doing with PEOPLE, and "A" for items which you prefer doing ALONE, "A- P" for those you do both alone and with people.
5. In the fifth column place N7 by any item which would not have been on your list in seventh grade.
6. Finally, go down through your list and indicate the time when you did it last (e.g., 2 years ago, this spring, 1 week ago, etc.).

WHAT I DO WELL ! ! !

Mark an X in the right column which best describes how you compare with other students.

	VERY WELL	PRETTY WELL	NOT SO WELL
Team games (like basketball, baseball)	☐	☐	☐
Running	☐	☐	☐
Gymnastics	☐	☐	☐
Bicycle riding	☐	☐	☐
Throwing a ball	☐	☐	☐
Catching a ball	☐	☐	☐
Music (singing, playing an instrument)	☐	☐	☐
Listening to music (remembering lyrics)	☐	☐	☐
Artistic (drawing, sketching)	☐	☐	☐
Writing (stories, letters, poetry)	☐	☐	☐
Reading	☐	☐	☐
Spelling	☐	☐	☐
Arithmetic	☐	☐	☐
Science experiments	☐	☐	☐
Social Studies	☐	☐	☐
Typewriting	☐	☐	☐
Leadership (organizing)	☐	☐	☐
Working with my hands (sewing, woodworking)	☐	☐	☐
Repairing things	☐	☐	☐
Socializing (getting along with others)	☐	☐	☐
Express myself verbally	☐	☐	☐
Working alone	☐	☐	☐
Dramatic ability	☐	☐	☐
Swimming	☐	☐	☐

Rate yourself according to the way you see your interests by writing in the one number (1-5) that best fits. Put your total for each box in the circle.

	Interest Low 1 2 3 4 5 High	
INVESTIGATING: I enjoy reading books and magazines about science or social science (psychology, sociology)	___ ___ ___ ___ ___	Science
I am curious and I enjoy working in a laboratory	___ ___ ___ ___ ___	Laboratory
I like finding answers to my questions by working in the library on projects.	___ ___ ___ ___ ___	Library
I enjoy solving mathematical type problems and games that make me think and concentrate, e.g. chess	___ ___ ___ ___ ___	Math Total ◯
ARTISTIC: I like reading and/or writing literature	___ ___ ___ ___ ___	Reading Writing
I enjoy attending musical activities.	___ ___ ___ ___ ___	Music
I play in a musical group	___ ___ ___ ___ ___	Active in Music
I enjoy participating in one of the following activities: Photography, drawing, painting, designing things	___ ___ ___ ___ ___	◯ Art Total
SELLING: I like to sell an idea or material things.	___ ___ ___ ___ ___	Sell
I think about a chance to own or operate my own business	___ ___ ___ ___ ___	Own Business Total ◯

		Interest Low 1 2 3 4 5 High	
CLERICAL:	I like filing and typing papers or letters.	___ ___ ___ ___ ___	Filing Typing
	I like to work with numbers	___ ___ ___ ___ ___	Numbers
	I would like to operate all types of business machines	___ ___ ___ ___ ___	Business Machines
			Total ◯
MECHANICAL:	I like to build or repair electrical/mechanical things	___ ___ ___ ___ ___	Build
	I enjoy taking shop courses, using tools, driving and fixing machines/cars.	___ ___ ___ ___ ___	Take Shop Courses
			Total ◯
SOCIAL:	I like being around and talking with people.	___ ___ ___ ___ ___	Like People
	I would enjoy working and helping others.	___ ___ ___ ___ ___	Helping Others
	I enjoy doing things with my friends & making new ones.	___ ___ ___ ___ ___	Making Friends
	I would like to attend meetings and conferences.	___ ___ ___ ___ ___	Meetings
			Total ◯

Write below the 3 highest categories.

HIGHEST

_____ _____ _____

ACTIVITY

Name_____

Date_____

WHEN I THINK ABOUT IT

Where do you stand when it comes to the ideas below?

Rank them from the things which you do the very best to the things which cause you a lot of problems.

1 (the thing you do the best)

10 (the thing which causes you the most difficulty)

_____ solving math problems

_____ writing essays or stories

_____ using tools, fixing things

_____ meeting people

_____ selling things

_____ teaching kids

_____ drawing pictures, sketching

_____ doing science, lab work

_____ designing or creating things

_____ budgeting or organizing money

EVALUATION

MY INTERESTS AND ABILITIES

Rate the amount of ABILITY and INTEREST you think you possess on the following items by writing in one number for each.

Low ABILITY High 1 2 3 4 5	ITEM	Low INTEREST High 1 2 3 4 5
	Verbal: Writing skills and choice of words	
	Understanding ideas expressed in words	
	Thinking and reasoning with words	
	Spelling, punctuation, capitalization	
	Reading stories quickly & accurately	
	Numerical: Know how to write an equation.	
	Solving problems using numbers	
	Abstract: Solving problems or understanding ideas. Working puzzles.	
	Space Relations: Visualizing solid objects from looking at flat paper plans	
	Mechanical: Understanding how simple appliances, machines & tools work	
	Repairing appliances, machines & tools	
	Social: Understanding & being able to deal with people	
	Selling: Promoting ideas or selling things to people	
	Artistic: Creative use of one's hands usually involving color & design work	
	Musical: Sing or play instruments well	
	Understand and read music	

RELATED ACTIVITIES

1. Conduct gaming sessions using the "How I See My Abilities" and the "Data, People, Things Puzzle" contained in the "Career Insights and Self Awareness Gaming" program by Houghton Mifflin.

BEHAVIORAL OBJECTIVE

70% of the students in the ninth grade, after a unit on registration for high school courses, will relate their course selections to their previously surveyed interests, abilities, achievements, and career plans.

INTENT

To encourage students to see the importance of developing a high school program which will result in a more successful school experience and an increased awareness of different career choices.

PREPARATION

Traditional activities of the Guidance Office, such as program planning, course registration, and schedule development, should not be interrupted.

The possibility of following the registration period with the EVALUATION form can give this traditional information-giving activity a counseling quality. It can provide the students with new and deeper insights about themselves.

Reproduce the EVALUATION form for distribution.

ACTION

Distribute the EVALUATION form as a follow-up to the registration process.

Collect the EVALUATION forms, and place them in the STUDENT PLANNING RECORDS.

WHY DID YOU TAKE IT?

Give the Names of the courses you plan to take next year.	Rank them in the order that you like them. (1=highest)	Rank them in the order that you do them best. (1 = highest)	Will this help you the most in your future work, as a parent, in your spare time, or other
ENGLISH			
SOCIAL STUDIES			
MATH			
SCIENCE			
BUSINESS			
LANGUAGE			
IND. ARTS			
HOME ECONOMICS			
MUSIC			
VOCATIONAL ED.			
PHYSICAL EDUCATION			

RELATED ACTIVITIES

1. Utilize the activities accompanying the filmstrips, "Better Choice, Better Chance: Selecting a High School Program" and "Career Direction. High School as Tryout", by Guidance Associates.

GRADE TEN

After an initial session of reviewing the students' planning records and discussing past ideas as related to present programs, the students are encouraged to summarize their career ideas in relation to a job family. An interest inventory given after this will help to stimulate more individualization of the concepts of why jobs fall into families. From there, a number of sessions can profitably be spent studying the whole process of making decisions in relation to their own ideas of a career.

During this experience it seems appropriate to encourage students to consider the problems of sterotyping jobs and the degree of chance in relation to preparing for the future.

CAN SOMEBODY TELL ME WHAT TO BE?

TEN
UNIT
1

BEHAVIORAL OBJECTIVE

70% of the students in the tenth grade, during a guidance unit on interests, will take an interest inventory and record the results in their student planning records.

INTENT

To provide an objective measurement which encourages students to think about themselves with a direct relationship to possible jobs in the future. Recording the results will be a foundation for future conferences concerning interests as they relate to course and career choices.

PREPARATION

THE SELF DIRECTED SEARCH, John L. Holland, Ph.D.

TAKE THE INVENTORY YOURSELF from beginning to end. Score it,and look up the results. Administer the inventory to two or three people,and help them through the mechanics so you will feel at ease with it.

It can be administered to an individual , a group of ten,or a group of thirty. The more people, the less time you can give to individuals who need help with the mechanics and the less time you have in helping students arrive at some conclusions about their codes.

Discuss the SEARCH with others who have administered it to develop a style and to help anticipate some questions.

The SEARCH should be administered in one session and scored and interpreted during a second session (the following day, if possible). Obtain the necessary number of booklets, a package of pencils, and the individual STUDENT PLANNING RECORDS of the students in the groups.

ACTION

Discuss briefly the idea that the SEARCH will more than likely help them to get a better feeling about the things in which they are interested, but will not necessarily tell them anything they don't already know.

Administer the SEARCH the first session (encourage the students to take the inventory home and discuss it with their parents IF you feel they will return to the next session with them).

Assist the students in scoring the SEARCH. Discuss with them the various codes and the different kinds of jobs listed.

Have the students enter the SEARCH codes into the STUDENT PLANNING RECORD, and after they have filled out the page at the end of the survey; place it in their planning records.

BEHAVIORAL OBJECTIVE

70% of the tenth grade students, after a guidance unit on decision making, will identify on the Decision Making Evaluation Sheet the number of important sequential steps for making a logical career decision.

INTENT

To encourage tenth graders to start considering their future in an organized fashion. By using the Decision Making Process in hypothetical situations, they may find the steps involved in the process helpful in making their own decisions.

(Decisions often include emotions which aren't fully understood and which may interfere with clear thinking. If sequential steps in decision making are learned by students, this process becomes a valuable tool.

PREPARATION

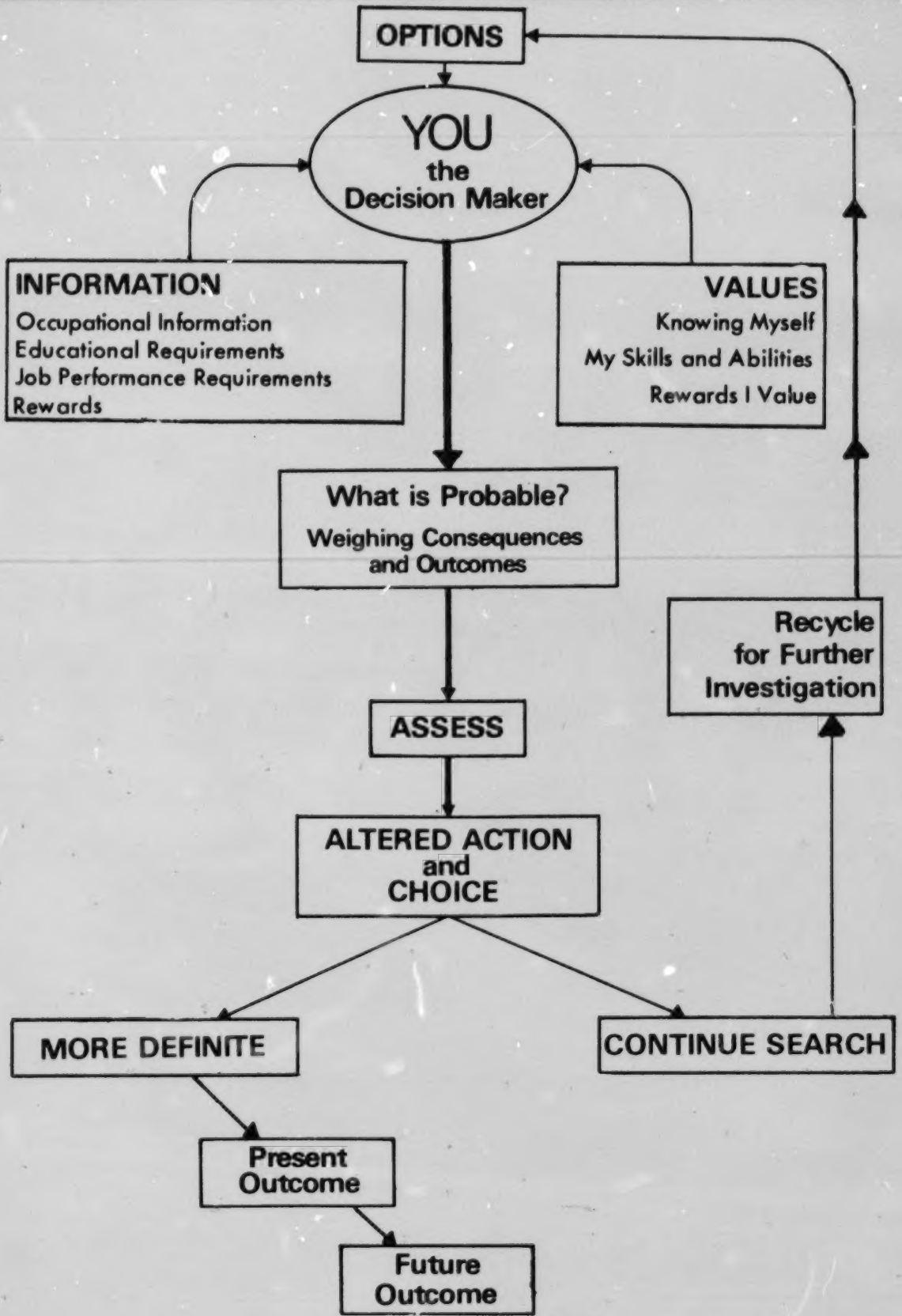
Reproduce the ACTIVITY SHEETS to be used by the group.

Reproduce the DECISION MAKING EVALUATION SHEET.

ACTION

This unit can easily go in a number of directions. The activities involve both group and individual decisions. Some of the activities can be done between sessions as "homework."

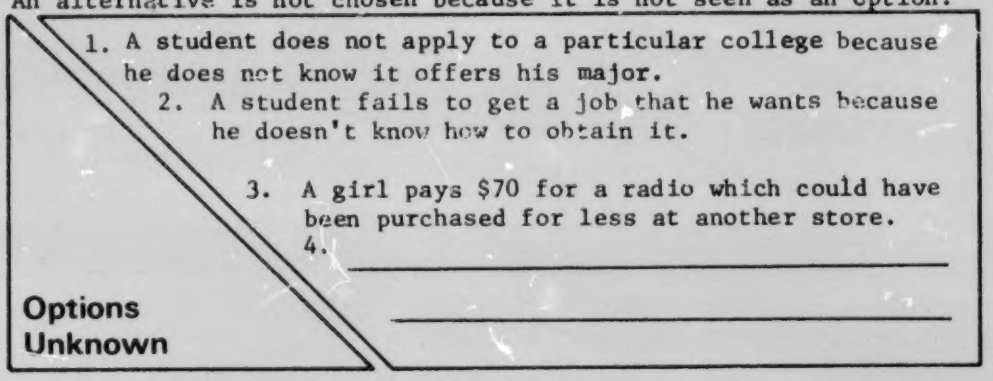
Encourage some discussion while distributing the material for the group decision. Remember, always encourage group interaction in an organized way as soon as possible so the individuals can experience the decision making process. Continue to help the group and individuals see and understand that a process is occuring.


OPTIONS
YOU
the
Decision Maker
INFORMATION
Occupational Information
Educational Requirements
Job Performance Requirements
Rewards
VALUES
Knowing Myself
My Skills and Abilities
Rewards I Value
What is Probable?
Weighing Consequences
and Outcomes
Recycle
for Further
Investigation
ASSESS
ALTERED ACTION
and
CHOICE
MORE DEFINITE
CONTINUE SEARCH
Present
Outcome
Future
Outcome

When collecting information to make a decision, do you and others make these errors? Add some examples of your own that might apply to you and your friends.

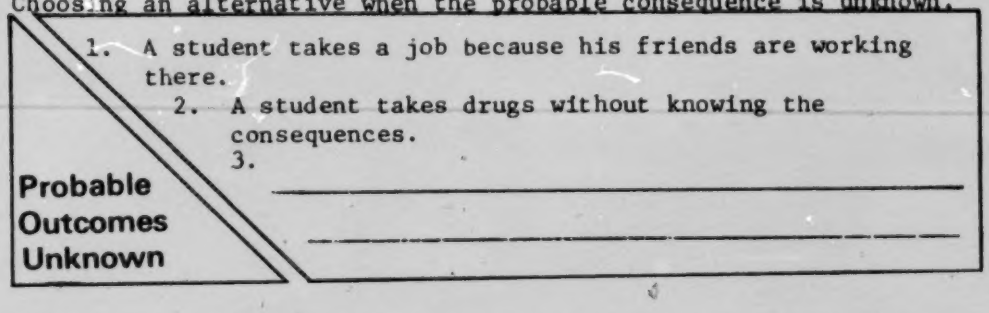
Error 1

An alternative is not chosen because it is not seen as an option.


1. A student does not apply to a particular college because he does not know it offers his major.
2. A student fails to get a job that he wants because he doesn't know how to obtain it.
3. A girl pays $70 for a radio which could have been purchased for less at another store.
4. _____
_____
Options Unknown

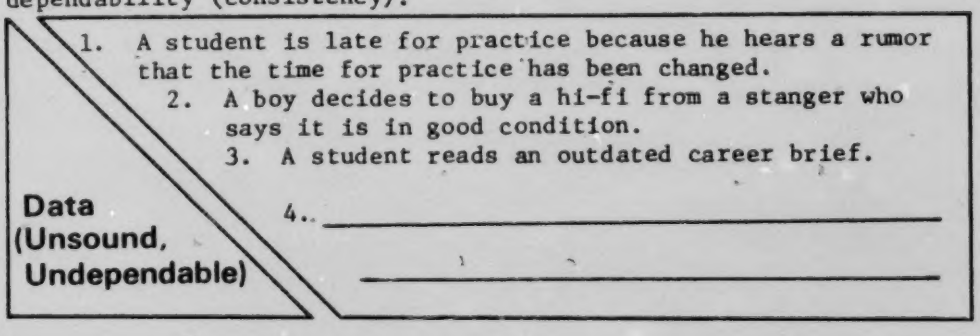
Error 2

Choosing an alternative when the probable consequence is unknown.


1. A student takes a job because his friends are working there.
2. A student takes drugs without knowing the consequences.
3. _____
_____
Probable Outcomes Unknown

Error 3

Misunderstanding importance of certain data; its soundness, dependability (consistency).


1. A student is late for practice because he hears a rumor that the time for practice has been changed.
2. A boy decides to buy a hi-fi from a stanger who says it is in good condition.
3. A student reads an outdated career brief.
4. _____
_____
Data (Unsound, Undependable)

WHAT SHOULD I BE?

James is a senior in high school, and it is now time for him to make some critical decisions. In the past he has made many decisions; some very important, some less important. NEXT YEAR HE WON'T BE IN HIGH SCHOOL. What he does next year will be based on what he decides now. He is capable of entering a number of careers. He has reduced his choices to the following four based on his past experience.

He wants to be either a:

PROFESSIONAL BASEBALL PLAYER

Facts: 3 years of varsity baseball; most valuable player in American Legion League; Baltimore Oriole's have scouted him a number of times, all Monroe County Junior year.

or

PHYSICAL EDUCATION TEACHER

Facts: 3 years leader in Physical Education classes; praised by gym teachers for ability to work with kids; Brockport program available to him without financial strain.

or

POLICE OFFICER

Facts: 2 years in Police Co-op Work Experience; interest in probation work and counseling with juvenile delinquents, good relationship with a policeman who helped him through troubles when he was ten years old.

Consider James' Three Choices. Use the Decision Making Worksheet and see if you can come to a decision.

POSSIBLE OPTIONS	1	2	
POSSIBLE CONSEQENCES	GOOD 1. 2.	GOOD 1. 2.	G 1. 2.
	BAD 1. 2.	BAD 1. 2.	BA 1. 2.

Give consideration to the probability of each consequence you have listed and t
related to each act; then MAKE UP YOUR MIND.

What decision would you make?

Why?

	2	3
OD	GOOD 1. 2.	GOOD 1. 2.
AD	BAD 1. 2.	BAD 1. 2.

probability of each consequence you have listed and to the values

MAKE UP YOUR MIND.

ke?

In the State of New York it is not legal to discriminate against people in employment because of their

RACE, RELIGION, AGE, SEX, or NATIONAL ORIGIN

Do you feel there are sufficient grounds to claim discrimination in any of the following situations? WHY?

1 Mona Cruz is a 25 year old Puerto Rican woman who has worked as a Filing Clerk in an office for eight years. She is applying for the open position of General Office Manager. The company hired Henry Ramos, a 35 year old Puerto Rican man who had worked as an Office Filing Clerk for two years.

2 Peter Miller is an 18 year old Black man applying for a Clerk Typist job at Xerox. He took a typing test and scored 50 words a minute. Xerox hired Nancy Oyer, a 25 year old White woman who typed 60 words a minute on the same test.

3 Sam Jenkins is a 45 year old White man applying for a job as a Porter at the Delaware Erie Railroad Station. He has worked as a Taxicab Driver for fifteen years. The railroad company, which has never hired a White Station Porter before, hired James Robinson, a Black 25 year old railroad station Maintenance Man.

4 Peter Howard, a 35 year old Math Teacher, has a Master's Degree and 3 years of teaching experience in the small town of Black Creek. He is married and is the sole support of his family of four. He teaches five periods of math a day with one study hall assignment and earns $10,500 a year. Rosalie Peterson, a 29 year old Social Studies Teacher, has a Master's Degree and 3 years of teaching experience in the same town. She is not married and lives alone in an apartment with no dependents to support. She teaches five periods of American History a day with one assignment in the Dean's office and earns $9,000 a year.

5 Robert Adams is a 55 year old White Mechanical Engineer with a Master's Degree from Massachusetts Institute of Technology and 30 years experience with the General Dynamics Corporation as a Design Engineer. In April he was retired early by the company in order to hire Donald Smith, a 28 year old Black Design Engineer with a Master Degree from Georgia Tech and 2 years of experience as a Production Manager with Bausch and Lomb.

WHAT'S IMPORTANT? WHO GETS THE JOB?

Richard Harkness is the Personnel Director of the Duplex Tool and Die Company. He has been told to fill the position of Production Line Supplier from a list of job applicants. The job requires the ability to move about rapidly, anticipate the needs of 12 different production line workers, and make sure they have an ample supply of parts required to keep the line moving. Three people were on the list and had the following characteristics:

NAME	RANK	Terry	Pat	Lee
AGE		18 yrs. 2 mon.	17 yrs. 1 mon.	18 yr.s. 6 mos.
SEX		Male	Female	Male
HEIGHT		5'8"	5'6"	5'6"
WEIGHT		160	130	180
HEALTH		Asthma	Good	Flat Feet
PHYSICAL		Glasses	Good	Glasses
RACE		Spanish Surname	White	Black
EXPERIENCE		1 yr - Carrols	None	2 yrs. Key Drug
HIGH SCHOOL GRADUATE		Yes	Yes	Equivalency
GRADE POINT AVERAGE		2.6	3.5	-
SCHOOL ATTENDANCE		159/180 days	177/180 days	-
RELIGION		None	Catholic	Hebrew
POLITICAL PARTY		Liberal	Republican	Democrat

1. Rank in order from 1 to 5 the most important items to be considered making his decision.

2. Rank in order 7 to 12 the least important items to be considered in making his decision.

3. Who do you think he should hire and why?_____

ACTIVITY

NASA

DECISION BY CONSENSUS

INSTRUCTIONS: This is an exercise in group decision making. Your group is to employ the method of group consensus in reaching its decision. This means that the prediction for each of the 15 survival items must be agreed upon by each group member before it becomes a part of the group decision. Consensus is difficult to reach. Therefore, not every ranking will meet with everyone's complete approval. Try, as a group, to make each ranking one with which all group members can at least partially agree. Here are some guides to use in reaching consensus:

As an Individual:

1. Read each of the items and try to imagine what they look like.

2. Consider the possible uses of each item on the surface of the moon. (Be sure you consider the unusual physical differences between the surface of the Earth and the moon.)

3. Start considering possible advantages and disadvantages of each item.

4. Compare the advantages and disadvantages of each item with the other items.

5. Start ranking from the top those items which are necessities and, from the bottom, those items which are obviously useless.

6. Review your ranking list and reevaluate any close decisions.

As a Group:

1. Briefly discuss each item, encouraging specific information, discouraging arguments and put-downs.

2. Nominate the choices from the top and bottom, and try to get a consensus. Consider alternatives and possible adjustments to allow the group to come to decisions.

3. Finish by publishing an official list which the group can accept.

NASA MOON SHOT

INSTRUCTIONS: You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During re-entry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, 8 of the most critical items available must be chosen for the 200 mile trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to rank them in terms of their importance for your crew in allowing them to reach the rendezvous point.* The number 1 represents the most important, and so on, through number 15, the least important.

Self Rank	Self Rank	Group Rank	Group Rank	
____	____	_____	_____	Box of matches
____	____	_____	_____	Food concentrate
____	____	_____	_____	50 feet of nylon rope
____	____	_____	_____	Parachute
____	____	_____	_____	Portable heating unit
____	____	_____	_____	Two .45 calibre pistols
____	____	_____	_____	One case dehydrated milk
____	____	_____	_____	Two 100 lb. tanks of oxygen
____	____	_____	_____	Moon map (surface of moon)
____	____	_____	_____	Life raft with CO_2 inflation tanks
____	____	_____	_____	Magnetic compass
____	____	_____	_____	5 gallons of water
____	____	_____	_____	Self-igniting, airless, signal flares
____	____	_____	_____	First aid kit
____	____	_____	_____	Solar-powered FM receiver-transmitter

*The time factor is important. There are only 15 minutes before the group must move out with 8 of the items listed.

NASA MOON SHOT - SCORING KEY

Listed below are the possible rankings for the "Lost on the Moon" items, along with possible uses provided by the NASA's space survival unit.

(15) Box of matches	Little or no use on the moon, no oxygen
(4) Food concentrate	Supply daily food required
(6) 50 feet of nylon rope	Useful in tying injured, help in climbing
(8) Parachute	Shelter against sun's rays
(13) Portable heating unit	Useful only if party landed on dark side
(11) Two .45 calibre pistols	Self-propulsion devices could be made from them
(12) One case dehydrated milk	Food, mixed with water for drinking
(1) Two 100 lb. tanks of oxygen	Fills respiration requirement
(3) Moon map (surface of moon)	One of the principal means of finding directions
(9) Life raft with CO2 inflation tanks	CO2 bottles for self-propulsion across chasm, etc.
(14) Magnetic compass	Probably no magnetized poles, thus useless
(2) 5 gallons of water	Replenishes loss by sweating, etc.
(10) Self-igniting, airless signal flares	Distress call within line of sight
(7) First aid kit	Oral pills or injection medicine valuable
(5) Solar-powered FM receiver-transmitter	Distress signal transmitter, possible communication with mother ship

ACTIVITY

Name_____ Date_____

THE DECISION MAKING PROCESS

Give it a stab! Fill in the Decision Making Steps with some of your own ideas about your future after high school. Don't panic about not knowing all the facts or the need to make a final decision, but give the process a try.

1. IDENTIFY THE DECISION THAT HAS TO BE MADE.

   I must decide What I want to be

   How important is it to you at this time? important( ) ? unimportant( )

2. WHAT DO YOU KNOW ABOUT YOURSELF AND THE OTHERS WHO WILL INFLUENCE THE DECISION?

   How important are your parents in this decision? important( ) ? unimportant( )

   If there is someone close to you, besides your parents, how important is he or she in this decision? important( ) ? unimportant( )

   How important is money in influencing your decision? important( ) ? unimportant( )

3. WHAT ARE YOUR ALTERNATIVES?

   I have always thought about being a _____

   I have also considered being a _____

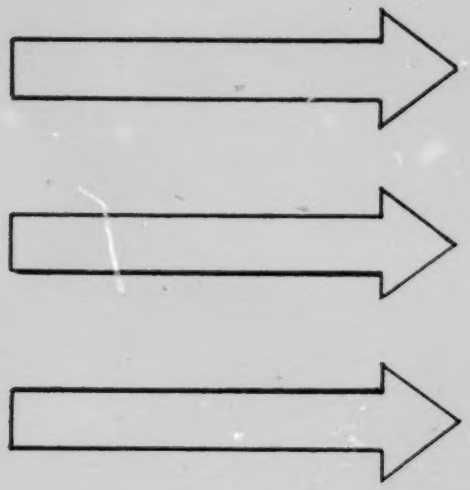
   One other alternative I could mention is _____

Name_____ Date_____

4. POSITIVE REASONS:

For each alternative, I can think of a few good reasons for my choice:

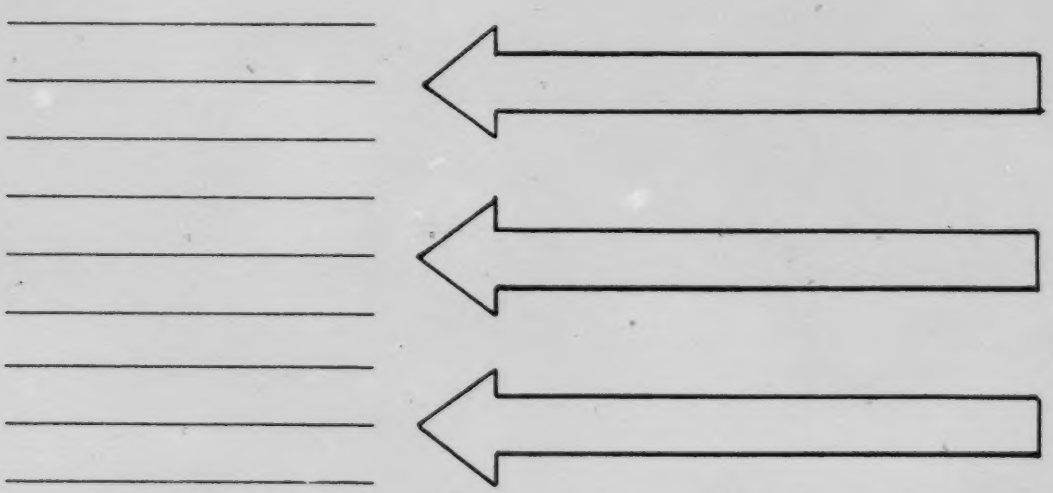
ALTERNATIVES REASONS



5. NEGATIVE REASONS:

For each of the alternatives I have also thought about these negative reasons:

REASONS ALTERNATIVE



6. POSSIBILITY OF SUCCESS

Consider each alternative on its own, and rate the possibility of your succeeding in that career on a scale of 1 to 10.

ALTERNATIVE	POOR ODDS				NOT SURE					GOOD ODDS
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10

7. MAKE A DECISION

Balance the reasons on both sides by considering the positives and negatives, and decide.

AFTER HIGH SCHOOL I PLAN TO:

DECISION

Name_____ Date_____

DECISION MAKING

To make a decision, we all go through steps of thought and comparison and come up with an answer. Sometimes, when our emotions get involved, we just "do what we want to do". However, there is a process for decision making which we have been using.

Please place this process in the sequential order in which you think it should take place by numbering each step as it should occur.

No.___
MAKE THE DECISION
Make the effort and decide!

No.___
POSITIVE ASPECTS
List only the positive things about your choice

No.___
NEGATIVE ASPECTS
List only the negative things about your choice

No.___
IDENTIFY THE PROBLEM
Set the decision down to time, place, and action as concisely as possible

No.___
POSSIBILITY OF SUCCESS
Estimating your chances of success for achieving each alternative

No.___
POSSIBLE ALTERNATIVES
List the possible choices you have

No.___
GATHER INFORMATION
Get the facts necessary to understand what is required of you

RELATED ACTIVITIES

1. Administer, interpret, and discuss the Decision-Making Inventory by Dilley and Howard, or the Career Maturity Inventory (CMI) using both the Attitude Scale and the Competence Test.

2. Conduct group guidance sessions utilizing the slide series, "Hard Choices: Strategies for Decision-Making", by Society and Mankind.

3. Utilize the program, "Decisions and Outcomes", by the College Entrance and Examination Board.

4. Conduct gaming sessions using the Life Career Game and/or the Life Skills Kits.

BEHAVIORAL OBJECTIVE

70% of the students in tenth grade, after a guidance session on Data, People, Things and Ideas, will relate on a job families chart their tentative career preference to a job family and will list at least five related jobs within that family.

INTENT

To further develop the idea that jobs do cluster into groups and that it is possible to consider a number of jobs within a family that have many similar characteristics.

PREPARATION

Reproduce copies of the JOB FAMILIES chart to be used as reference for the different ACTIVITY choices.

Reproduce the EVALUATION CHART.

ACTION

Get the students to talk about different kinds of jobs and encourage discussion of them as they are related to other jobs.

Various ACTIVITY sheets could be used to stimulate discussion. The questions found on the ACTIVITY SUMMARY could lead into the EVALUATION sheet.

The activity LOCAL JOBS could be changed to localize some of the jobs to fit the community of your high school. The corner drugstore, area industries, popular radio stations or local personalities known well in the neighborhood make the activity more interesting.

See the list of JOB FAMILIES in the addendum.

ACTIVITY

LOCAL JOBS

Look at the Job Families Chart and discuss how you think some of the following local occupations would be classified:

Xerox secretary

Kodak film splitter

Abbotts ice cream server

Carrols grill cook

Rochester Red Wing catcher

Amiels sandwich maker

Monroe County Deputy Sheriff

RTS bus driver

Madison High School dean

#15 School nurse

Monroe County Welfare caseworker

Strong Memorial Emergency doctor

Kelly's Apple Farm bookkeeper

George Clancy Moving van driver

Genesee Hospital Lab technician

Health Spa Activities Director

Skippy ice cream driver

East High Lunch Room sentry

Bausch & Lomb lens grinder

Highland Lilac Park grounds keeper

WAXC Disc Jockey

Bowling for Dollars camera operator

Rochester Philharmonic oboe player

Mangione Quartet set-up worker

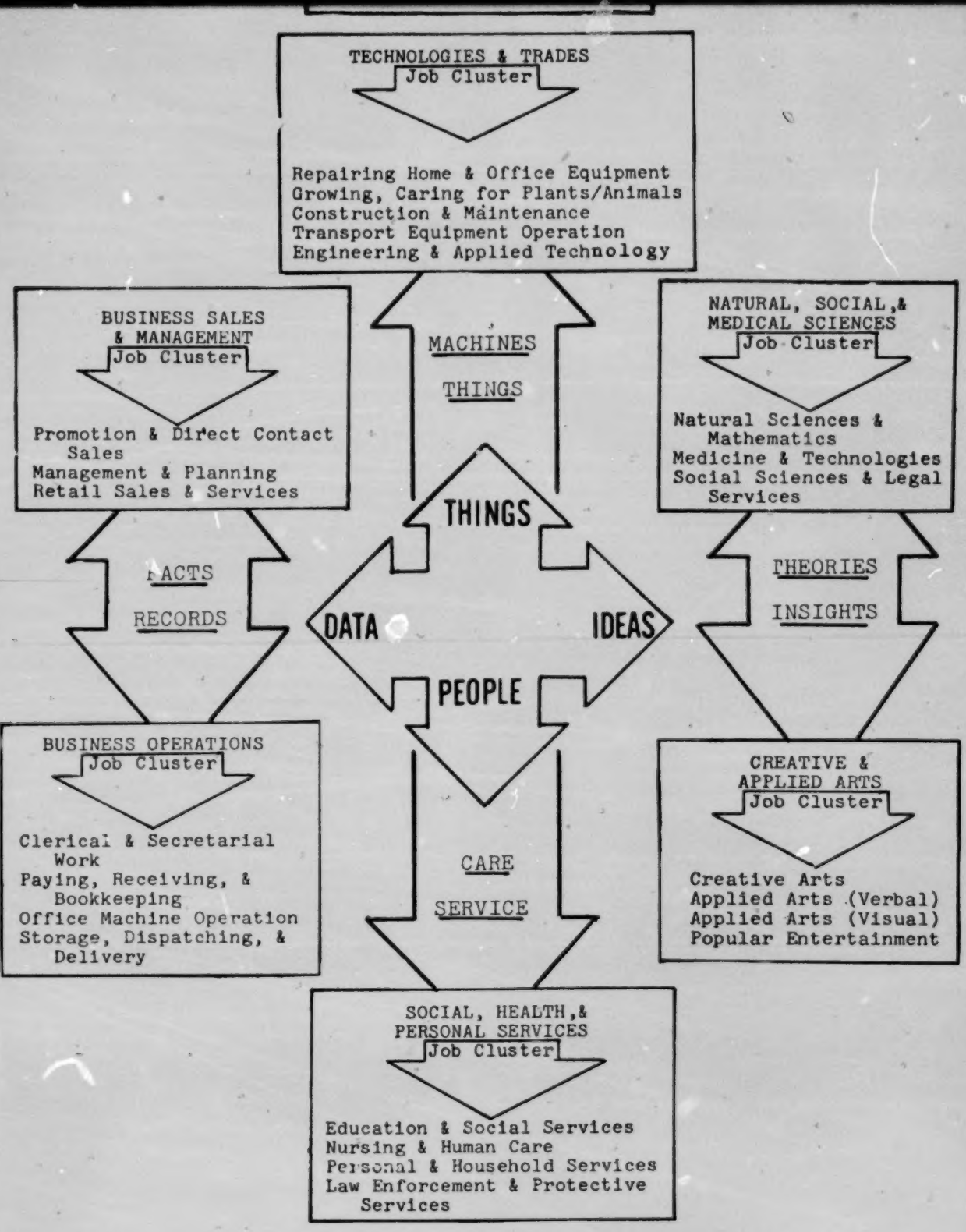
Director of FIGHT Inc.

Sibley's security guard

RG&E meter reader

Memorial Art Gallery curator

Monroe County District Attorney

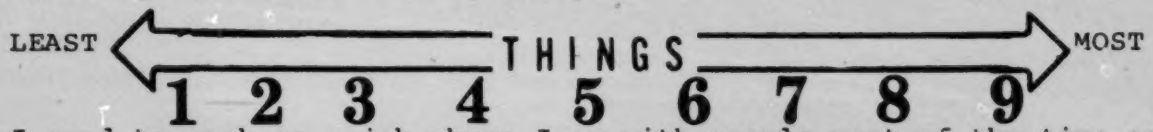

TECHNOLOGIES & TRADES
Job Cluster
Repairing Home & Office Equipment
Growing, Caring for Plants/Animals
Construction & Maintenance
Transport Equipment Operation
Engineering & Applied Technology
BUSINESS SALES & MANAGEMENT
Job Cluster
Promotion & Direct Contact Sales
Management & Planning
Retail Sales & Services
NATURAL, SOCIAL,& MEDICAL SCIENCES
Job Cluster
Natural Sciences & Mathematics
Medicine & Technologies
Social Sciences & Legal Services
MACHINES
THINGS
THINGS
DATA
IDEAS
PEOPLE
FACTS
RECORDS
THEORIES
INSIGHTS
BUSINESS OPERATIONS
Job Cluster
Clerical & Secretarial Work
Paying, Receiving, & Bookkeeping
Office Machine Operation
Storage, Dispatching, & Delivery
CREATIVE & APPLIED ARTS
Job Cluster
Creative Arts
Applied Arts (Verbal)
Applied Arts (Visual)
Popular Entertainment
CARE
SERVICE
SOCIAL, HEALTH,& PERSONAL SERVICES
Job Cluster
Education & Social Services
Nursing & Human Care
Personal & Household Services
Law Enforcement & Protective Services

ACTIVITY

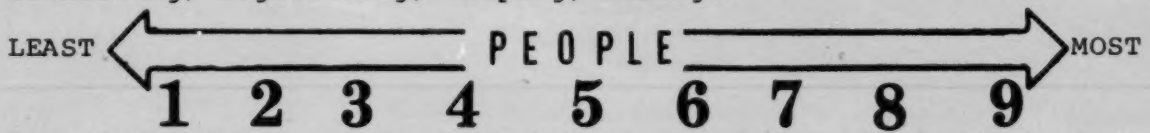
DATA PEOPLE THINGS IDEAS

Based on your interests, how do you feel about your need to work? Rate yourself on a scale from 1 to 9 by circling the appropriate number.

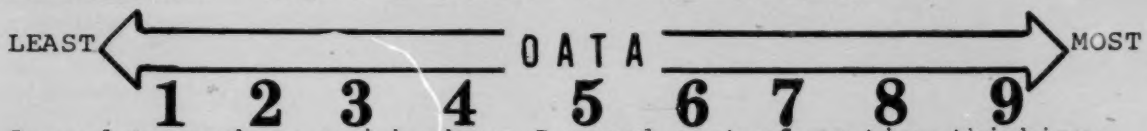
I need to work on a job where using my hands is of most importance: operating machines, adjusting tools, repairing malfunctions, building structures, making things.



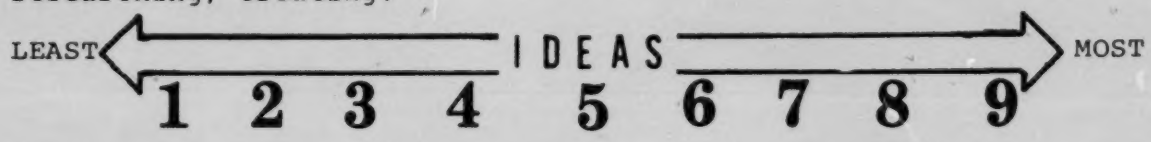
I need to work on a job where I am with people most of the time and have the opportunity to know them well: teaching, advising, counseling, negotiating, helping, caring.



I need to work on a job where I am working with information, facts, and numbers: compiling data, recording material.



I need to work on a job where I spend most of my time thinking, and developing ideas and insights; inventing, designing, writing, researching, creating.



In what area of work, as listed on the Job Families Chart, do you think you would fit? _____

What is an occupation which you have considered which fits into that area? _____

ACTIVITY

JOB FAMILY

DISCUSSION QUESTIONS

--In looking for some names of jobs:

Where does your father (mother, a friend, uncle, brother, sister) work?

What is the name of the job?

What other jobs could this lead to?

If this job was eliminated what kind of work should the person look for?

What other jobs are done in the place where they work?

--In choosing a job:

What is the name of a job which you would like to have?

How would you classify it on the Job Families Chart?

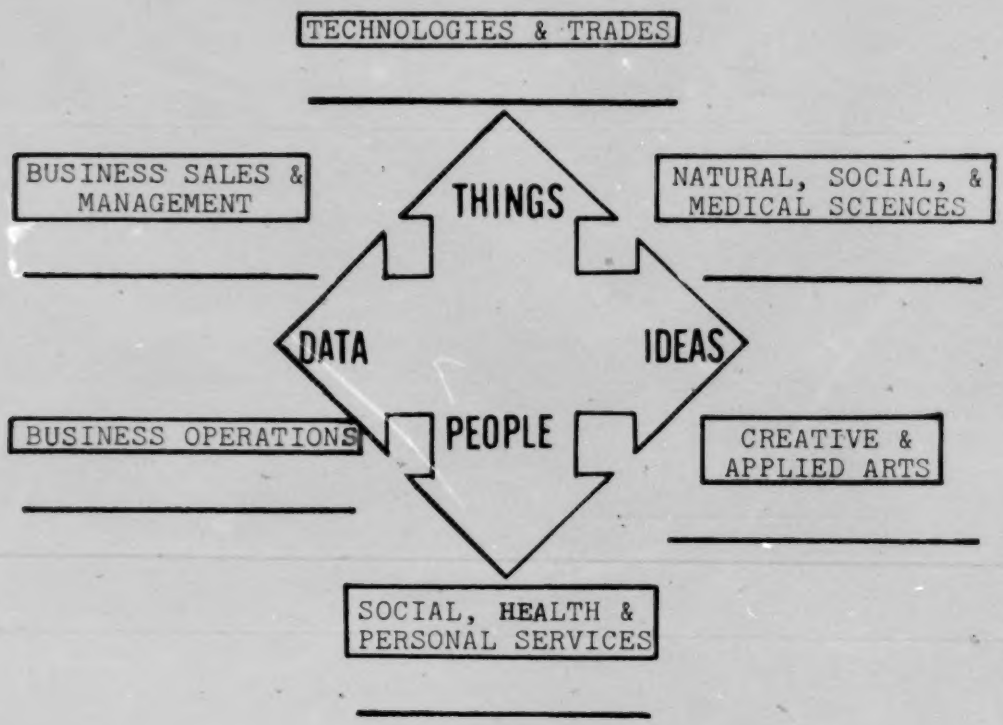
What jobs are similar to it?

What kind of training are you going to need to get this job?

Name some jobs in each of the major classifications on the Job Families Chart.

CLASSIFY YOUR JOB

Place your future occupation



List four other jobs that fit within the area of the chart in which your job is listed.

OTHER JOBS	NOT INTERESTED	NOT SURE	VERY INTERESTED
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

RELATED ACTIVITIES

1. Conduct gaming sessions using the Data-People-Things Puzzle contained in the Career Insights And Self Awareness Games Program by Houghton Mifflin.

MY PLANNING RECORD

TEN
UNIT
4

BEHAVIORAL OBJECTIVE

80% of the tenth grade students, during a guidance session on career planning, will review their Student Planning Record, record and update their career preferences, and review their tentative 11th and 12th grade program.

INTENT

To encourage tenth graders to look back at their previous experiences and choices, think about the things they have done to help them consider future careers, update their planning record, and consider their future plans in 11th and 12th grade.

PREPARATION

Organize the STUDENT PLANNING RECORDS, for distribution to each student in the groups. Blank records should be available for those students who do not have one.

ACTION

Distribute the STUDENT PLANNING RECORDS and review their contents to make sure the record is organized and up-to-date.

The ninth grade courses should be reviewed and corrected, and the present tenth grade classes added in pencil.

Utilization of the evaluation sheet of unit 9-6 could be valuable in reviewing their program.

This unit can easily be combined with either unit 2 or unit 5.

RELATED ACTIVITIES

1. Conduct gaming sessions using the Interest Continuum and the Interest Triangle games contained in the Career Insights and Self Awareness Games, from Houghton Mifflin.

2. Utilize the filmstrip series Careers and Lifestyles, and the filmstrips "Liking Your Job and Your Life", "Why Work at All", and "Choosing Your Career", by Guidance Associates.

GRADE ELEVEN

The initial sessions involve a review of the Student's Planning Record and High School Secondary card. From this point, students are encouraged to seriously consider a specific career. Deciding, researching, and writing about a career can be both exciting and demanding. Discussion and thought about the relationship between work and lifestyles is valuable for all students.

The final activities of the unit are designed to prepare students for specific demands which will be made by employers and admissions personnel concerning themselves and their future. Interviews, resumes and applications are conducted and prepared by individuals and groups.

Most important is to help students talk and think about the demands of their senior year and their lives after graduation.

I NEVER THOUGHT OF IT THAT WAY

BEHAVIORAL OBJECTIVE

80% of the students in grade eleven, during a unit on motivation, will express their positions concerning statements about career planning.

INTENT

To stimulate juniors into thinking about their future plans and encourage discussion about the kind of actions they should be considering.

PREPARATION

Two activities centering around work and lifestyles are available.

Read over the statements listed, delete any you feel are not necessary and add statements which you feel would further stimulate discussion.

Reproduce either the TRUE or FALSE IDEAS ABOUT YOUR FUTURE or the ranking sheet CAREER QUESTIONS with any changes you wish to make.

Be prepared to discuss some of the more sensitive statements.

ACTION

The reaction story could be valuable in developing further discussion. Reproducing it would prepare you for a number of alternatives.

Distribute the activity and when the students have completed the exercise, have them indicate the statements which they wish to discuss. Encourage reactions from the group.

IDEAS ABOUT YOUR FUTURE JOB

If you feel the statement is true, or you mostly agree with it, put a "T" in front of the number. If you feel the statement is not true, or you disagree with it, put an "F" in front of the number.

1. Once you choose a job, you can't choose another one.
2. In order to choose a job, you need to know what kind of person you are.
3. I guess everybody has to go to work sooner or later, but I don't look forward to it.
4. I can do any kind of work they want as long as I try hard.
5. I'm not going to worry about choosing an occupation until I'm out of school.
6. The greatest appeal of a job to me is the opportunity it provides for getting ahead.
7. I often daydream about what I want to be, but I really haven't chosen a line of work yet.
8. Knowing what you are good at is more important than knowing what you like in choosing an occupation.
9. Your parents probably know better than anybody which occupation you should enter.
10. If I can just help others in my work, I'll be happy.
11. Everyone seems to tell me something different; until now I don't know which kind of work to choose.
12. I don't know how to go about getting into the kind of work I want.
13. Why try to decide upon a job when the future is so uncertain.
14. I spend a lot of time wishing I could do work that I know I cannot ever possibly do.
15. It's probably just as easy to be successful in one occupation as it is in another.
16. By the time you are 15, you should have your mind pretty well made up about the occupation you intend to enter.
17. There are so many things to consider in choosing an occupation, it is hard to make a decision.
18. It doesn't matter which job you choose as long as it pays well.

advice about which job to choose.

20. I am having difficulty in preparing myself for the work I want to do.

21. I know very little about the requirements of jobs.

22. The job I choose has to give me plenty of freedom to do what I want.

23. The best thing to do is to try out several jobs, and then choose the one you like best.

24. There is only one occupation for each person.

25. Whether you are interested in a particular kind of work is not as important as whether you can do it.

26. I can't understand how some people can be so set about what they want to do.

27. As long as I can remember, I've known what kind of work I wanted to do.

28. I want to really accomplish something in my work-- to make a great discovery, earn lots of money, or help a great number of people.

29. You get into an occupation mostly by chance.

30. It's who you know, not what you know, that's important in a job.

31. When it comes to choosing a job, I'll make up my own mind.

32 You should choose an occupation which gives you a chance to help others.

33. When I am trying to study, I often find myself daydreaming about what it will be like when I start working.

34. Choose an occupation; then plan how to enter it.

36. Choose a job which allows you to do what you believe in.

37. The most important part of work is the pleasure which comes from doing it.

38. I keep changing my occupational choice.

39. As far as choosing an occupation is concerned, something will come along sooner or later.

40. Why worry about choosing a job when you don't have anything to say about it anyway.

Read each question carefully. Try to rank the issues in descending order (1-16) according to how strongly you feel about each one. The strong feelings should be positive and ranked at the top.

_____1. How would you feel about taking a job where you were required to work with your hands?

_____2. How would you feel about a job where you spent all of your time outdoors?

_____3. How would you feel about taking a job which was uninteresting, but paid very well?

_____4. How would you feel about working at a job which left you very little leisure time?

_____5. How strongly do you feel about having a job in which you are satisfied that you are doing well?

_____6. How would you feel about a job that entailed critical responsibilities?

_____7. How important is it to you that other people think highly of your job?

_____8. How would you feel about a job in which you have very little contact with your co-workers?

_____9. How would you feel about a job which involved a leadership role?

____10. How would you feel about moving from your home state?

____11. How do you feel about taking a job where most of the time you are on your own?

____12. How would you feel about a job with long range security, but limited opportunities for advancement?

____13. How would you feel about a job which promises rapid advancement, but in which you are re-evaluated every six months?

____14. How would you feel about taking whatever job is available in a worthwhile public service?

____15. How would you feel about a job in which you were constantly required to learn new skills?

____16. How would you feel about a job in which you needed to help others?

CIRCLE THE FIVE (5) ITEMS WHICH ARE MOST LIKE YOU!

Read this story and then rank the most important and the least important aspects concerned with hiring Mary as a Mail Carrier.

Mary is an 18 year old black woman applying for a job as mail carrier. She is 5'6" and weighs 130 lbs. She wears glasses to correct near sightedness and has had an asthmatic condition since she was eight but with medication there is no problem breathing. Other than these factors Mary is in good health. Mary as a graduating senior in an urban school has never worked before. She ranks 120 in a class of 360 and was elected President of her junior class. She is in the top three in the civil service examination for the mail carrier position. She attends Holy Redeemer Roman Catholic Church, and she is a registered member of the Liberal Party.

List the 7 most important factors in influencing you to choose Mary for the job.

List the 7 least important factors in influencing you to choose Mary for the job.

MOST IMPORTANT	FACTORS	LEAST IMPORTANT
_____	Women	_____
_____	Black	_____
_____	18 years	_____
_____	5'6", 130 lbs.	_____
_____	Civil Service	_____
_____	Glasses	_____
_____	Asthma	_____
_____	Graduating Senior in urban school	_____
_____	Never worked	_____
_____	Rank 120/360	_____
_____	Good Health	_____
_____	Catholic	_____
_____	Liberal	_____
_____	President of Junior Class	_____

ACTIVITIES

1. Discuss:

   a. "Does your academic record indicate high probability for the continuing achievement of your career plan?"

   b. "How has your academic achievement influenced your short and long-range plans?"

2. Review the four decision-making strategies as outlined in the program Decisions and Outcomes , by the College Entrance Examination Board:

   1. The Wish Strategy - Following the plan of action you desire most.

   2. The Safe Strategy - Following the plan of action most likely to bring success.

   3. The Escape Strategy - Following the plan of action which will avoid the worst of consequences.

   4. The Combination Strategy - Following a plan of action which is most likely to be achieved and most desirable.

   Then have students discuss their Planning Record in terms of the underlying decision-making strategy they feel they employed in formulating their career plans.

3. Have students discuss the impact of social, economic, technological, cultural, and personal changes on their career plans 5,10,and 20 years after graduation.

4. Discuss the concepts of adaptability, flexibility,and versatility as they enter into future career planning.

5. Introduce the concept of life style. Have students discuss the manner in which their career plans will complement their life style.

6. Have students identify and discuss worker functions or roles which are common to occupations of the past, in the present, and which might be found in the future.

7. Have students brainstorm alternate paths to their major career plan.

WHAT SUBJECTS DO I STILL NEED?

BEHAVIORAL OBJECTIVE

90% of the students in grade eleven, after a guidance unit reviewing graduation requirements, the Student Secondary Record, and the Student Planning Record, will identify their tentative career preparation subjects and up-date their Planning Record.

INTENT

To encourage all students to see and check their own records to determine any corrections and to get a realistic idea about their high school program in relation to graduation requirements and possible career choices.

PREPARATION

Utilize or make copies of the STUDENT SECONDARY card to allow students to see the exact record, discuss it, and verify the information.

Assemble the STUDENT PLANNING RECORDS for the students in the group.

Reproduce a SECONDARY RECORD SUMMARY SHEET.

ACTION

Distribute copies of the SECONDARY RECORD and STUDENT PLANNING RECORD. Encourage students to review them and ask questions.

Distribute the SECONDARY RECORD SUMMARY SHEET. Insert this in the STUDENT PLANNING RECORD to be completed in the senior year.

Have the group fill in the appropriate items during discussion.

MAJOR SEQUENCES _____

PLANS AFTER HIGH SCHOOL _____

	NINTH	TENTH	ELEVENTH	TWELFTH
ENGLISH	1	1	1	1
SOC. STUD.	1	1	1	
SCIENCE	1			
MATH				
LANGUAGE				
BUSINESS				
IND. ARTS				
OCC. ANNEX				
HOME ECO.				
MUSIC				
ART				
HEALTH			HEALTH ½	
PHYS. ED.	¼	¼	¼	¼
	9th Total	10th Total	11th Total	12 Total
		Cum Total	Cum Total (160)	Final Total

NAME _____ CLASS _____ HOMEROOM ___

MAJOR SEQUENCES _____ _____ _____

CAREER PLANS AFTER HIGH SCHOOL _____

_____ _____

NINTH GRADE		TENTH GRADE		ELEVENTH GRADE		TWE
ENGLISH _____	1	ENGLISH _____	1	ENGLISH _____	1	ENG
ASIAN/AFRICAN ___	1	EUR.CULT _____	1	AMER.CUL.ST. ____	1	___
SCIENCE _____	1	_____		_____		___
MATH _____		_____		_____		___
_____		_____		_____		___
_____		_____		_____		___
_____		_____		HEALTH	½	___
PHYS. ED.	¼	PHYS. ED.	¼	PHYS. ED.	¼	PHYS
9th Total		10th Total		11th Total		
		Cum Total		Cum Total		

_____ CLASS _____ HOMEROOM _____ DATE _____

_____ _____ _____

GH SCHOOL _____

_____ _____

TENTH GRADE	
ENGLISH _____	1
EUR.CULT. _____	1
_____	
_____	
_____	
_____	
_____	
PHYS. ED.	1/4
10th Total	
Cum Total	

ELEVENTH GRADE	
ENGLISH _____	1
AMER.CUL.ST. _____	1
_____	
_____	
_____	
_____	
HEALTH	1/2
PHYS. ED.	1/4
11th Total	
Cum Total	

TWELFTH GRADE	
ENGLISH _____	1
_____	
_____	
_____	
_____	
_____	
PHYS. ED.	1/4
12th Total	
Final Total	

(161)

Home Address _____ Number and Street _____ City _____ Zip _____ State _____

Birth Date _____ Month _____ Day _____ Year _____ Name of Parent or Guardian _____

Was Graduated / Will be Graduated / Certificate / Withdrew { _____ Month _____ Year _____ SCHOOL _____ ADDRESS

GRADUATION SEQUENCES _____ _____ _____

CAREER PLANS AFTER HIGH SCHOOL _____

_____

GRADE NINE			
SUBJECT	EX.	GR.	CR.
ENGLISH _____			
SOC. STUD. _____			
SCIENCE _____			
MATH _____			
_____			
_____			
_____			
_____			
PHYS ED _____			
ATTENDANCE ___/___		TOTAL	
TARDINESS _____		CUM. TOTAL	

GRADE TEN			
SUBJECT	EX.	GR.	CR.
ENGLISH _____			
SOC. STUD. _____			
_____			
_____			
_____			
_____			
_____			
_____			
PHYS ED _____			
ATTENDANCE ___/___		TOTAL	
TARDINESS _____		CUM. TOTAL	

GRADE ELEVEN			
SUBJECT	EX.	GR.	CR.
ENGLISH _____			
SOC. STUD. _____			
_____			
_____			
_____			
_____			
_____			
HEALTH 11 _____			
PHYS ED _____			
ATTENDANCE ___/___		TOTAL	
TARDINESS _____		CUM. TOTAL	

GRADE TWELVE			
SUBJECT	EX.	GR.	CR.
ENGLISH _____			
_____			
_____			
_____			
_____			
_____			
_____			
_____			
PHYS ED _____			
ATTENDANCE ___/___		TOTAL	
TARDINESS _____		CUM. TOTAL	

SCHOLARSHIP MARKS
A-EXCELLENT (93-100%)
B-ABOVE AVERAGE (85-92%)
C-AVERAGE (75-84%)
D-BELOW AVERAGE (65-74%)
E-FAILURE (BELOW 65%)
N-NO MARK
P-PASS

EXAM CODE
L-LOCAL
R-REGENTS
S-STATE ACHIEVEMENT

Class rank _____ out of _____

Name _____ Date _____

HIGH SCHOOL GRADUATION REQUIREMENTS AND CAREER PLANS

REQUIRED COURSES	EXACT NAMES	EXAM GRADE Regents-R State-SW Local-L	FINAL GRADE	CREDITS
English 9th Grade	_____		____	____.
English 10th Grade	_____		____	____.
English 11th Grade	_____	R	____	____.
English Comprehensive Exam		____ % SW		
English 12th Grade	_____	L	____	____.
Social Studies 9th Grade	_____		____	____.
Social Studies 10th Grade	_____		____	____.
Social Studies 11th Grade	_____	R	____	____.
Soc. Studies Comprehensive Exam		____ % SW		
		L		
Science	_____		____	____.
Health Instruction			____	____.
Physical Instruction 9th___ 10th___ 11th___ 12th___				

Completed/Potential Sequences

Seq.	COURSE	EXAM	R SW L	FINAL	COURSE	EXAM	R SW L	FINAL	COURSE	EXAM	R SW L	FINAL
Seq.	COURSE	EXAM	R SW L	FINAL	COURSE	EXAM	R SW L	FINAL	COURSE	EXAM	R SW L	FINAL

CAREER COURSES TAKEN AND PLANNED _____ _____

_____ _____ _____ _____

CAREER PLANS _____

_____

CREDITS 9th___.
10th___.
11th___.
Junior Total___.
12th___.
Grad. Total___.

N.Y.S. Regents Diploma Requirements
19 Credits ( )
Eng. Comp. R Exam ( )
ACS R Exam ( )
Regents Seq. ( )
Math ( )
Science ( )

CAREER ROUTE: Circle and Explain

Training _____
2 Yr. Coll. _____
4 Yr. Coll. _____
Military _____
Employment _____
Other _____

RELATED ACTIVITIES

1. Review and discuss the booklet Opportunity Unlimited by Rochester City School District, pages 6 - 36 with special emphasis on pages 21 - 36.

BEHAVIORAL OBJECTIVE

80% of the students in eleventh grade after a guidance session on researching a job will write a composition of at least 300 words on A CAREER CHOICE.

INTENT

To identify the various factors which influence decisions about job choices, and encourage students to think about specifics when it comes to their possible future occupation.

Every effort should be made to have all of the students make some kind of commitment so they will go through the steps and experience the process.

PREPARATION

Reproduce FACTORS IN OCCUPATIONAL CHOICE and the JOB FACT SHEET for individual distribution.

Assemble literature with details about careers. Career files, The Occupation Outlook Handbook, Career Briefs, Encyclopedia of Careers, and other library resources, made available during the group session and during study halls or free time, will allow the students to work as a group or independently.

Consult with the English Department head for utilization of this activity by 11th grade English teachers.

ACTION

Have the students fill out and discuss the FACTORS in OCCUPATIONAL CHOICE check list.

Have the students select one of the three job choices at the end of the activity.

Distribute the JOB FACT SHEET to be completed and used as a research summary for the composition.

Introduce briefly the idea of combining programs by giving a few examples of local programs. Cite cases of former students who have participated in programs such as:

U.S. Army Project AHEAD
U.S. N. ROTC
U.S.M.C. Platoon Leader Program
R.I.T. Early Start Program
M.C.C. Co-op Programs
Gleason-R.I.T. Apprenticeship
Eastman Kodak Summer Work Program

Consider these different reasons for going to work for a certain employer. Check the factors which are important to you.

TYPE OF WORK PLACE IMPORTANT TO YOU

_____Industry, Factory
_____Business
_____Small privately owned company
_____Government
_____Education or service oriented

LOCATION IMPORTANT TO YOU

_____Near home
_____Close enough to come home for holidays
_____Job may require moving out of state
_____A city (urban) over 15
_____Other_____

SIZE OF WORKER ORGANIZATION IMPORTANT TO YOU

_____Small
_____Medium
_____Large

TYPE OF PEOPLE IMPORTANT TO YOU

_____Males and females in about equal number
_____More males or females
_____Mostly young people versus all ages
_____Mostly high school graduates versus some college and technical
_____Other kinds of people_____

EDUCATIONAL OPPORTUNITY IMPORTANT TO YOU

_____Furthering education encouraged
_____Released time for education
_____Tuition benefits provided by employer
_____In-service and/or apprentice training
_____On job training

_____JOB REQUIREMENTS IMPORTANT TO YOU

_____Good mental ability
_____Certain skills
_____Many entry jobs
_____Good opportunity for advancement
_____Little extra training needed
_____Education required beyond high school
_____Job may be obsolete in the future
_____Few women are in the job (or men)
_____Possible combinations important to me
_____Military training programs
_____ROTC
_____College - Coop Programs
_____Employer tuition incentive plans

_____LABOR MARKET CONDITIONS IMPORTANT TO YOU

___Many jobs available in my preferred occupation
___Few jobs available

_____ACTIVITIES, BENEFITS, LIVING/WORKING CONDITIONS IMPORTANT TO YOU

___Variety of social activities, parties, bowling leagues, other teams
___Surroundings--pleasant lounge, lunch room
___Working conditions--quiet, clean
___Working alone sometimes a requirement
___Working and getting along with many people required
___FRINGE BENEFITS
___Medical, retirement and other usual benefits
___Stock options
___Bonus
___Overtime
___Long vacation
___GOOD PAY
___ OTHERS_____

_____COSTS IMPORTANT TO ME

___Clothes
___Transportation
___Good housing in area
___Tools
___List Other

_____LIST OTHER INFORMATION

_____

_____

_____

Circle 5 factors that are most important to you.

Name 4 places of employment you know about that would fit these factors and your tentative job choices. Weigh consequences of possible choices. Check how satisfied you would be with these choices. What do you think your chances are of being hired?

Place of Employment	Satisfaction			Chances of Being Hired		
	High	Medium	Low	High	Medium	Low
1.						
2.						
3.						
4.						

JOB FACT SHEET

NAME _____ DATE _____

NAME OF CAREER _____

JOB DUTIES: What are some of the activities you would do in this job?

_____

_____

WHERE: In what kind of environment would you work?

_____

EARNINGS: How much would you make a month at the start?

$ _____

How much would you be making a month after five years of work?

$ _____

EDUCATIONAL BENEFITS _____

FRINGE BENEFITS Besides your basic pay, what other benefits could you be receiving?

_____ _____ _____

FUTURE: What kind of changes in the future could affect your job either positively or negatively?

_____

ADVANCEMENT: After working a few years, what kinds of related jobs might you work your way into?

_____

DISADVANTAGES: What are some of the reasons which could convince you to leave this job in the future?

_____

APTITUDES: In order to do well in this job, what kinds of skills would be good to have?

_____

INTERESTS & TEMPERAMENTS: If you are going to be happy in this type of work, what kinds of interests would it be good to have?

_____

_____

What kinds of pressures or demands do you think you might have to deal with?

_____

_____

LOCAL EMPLOYMENT: Who is local employer who might hire you for this job?

_____

EDUCATION TRAINING: What training or education is required to start out in this job?

_____

_____

In what school or college is this training available?

_____

_____

How much will it cost you? $_____

PLANS TIMING: What are your plans for getting this job, and when do you think you'll start?

_____

_____

_____

ACTIVITIES

1. Through the CAREER OBSERVATION Program arrange to have students interview a worker engaged in the career or occupation of their preference. Encourage them to tape record the interview for future review and discussion in small groups or in the classroom. Save the tapes and start building your own library of job tape interviews.

2. Arrange for field trips to industries which cover a large and varied range of career areas. Be sure to spend some time meeting with their personnel department. Arrange with your audio-visual department to have the field trip video-taped for future group review and discussion.

3. Invite speakers from the job personnel and placement field, both in industry and college to make classroom presentations. Tape record such presentations for future review and reference.

4. Read and discuss excerpts from Working by Studs Terkel.

5. Show, discuss, and engage in the activities accompanying the filmstrips: "What You Should Know Before You Go To Work", "Preparing For The Jobs Of The 70's", "On The Job" Four Trainees", "A Job That Goes Someplace", "The Paycheck Puzzle", and "Your Job Interview" from Guidance Associates.

BEHAVIORAL OBJECTIVE

80% of the students in grade eleven will complete a series of exercises given during a guidance unit in which they observe or participate in simulated job interviews, write a personal resumé, and complete a job application. (In addition, Juniors planning formal post high school training will participate in a simulated college interview and complete a college application form.

INTENT

To give juniors a chance to try out some specific activities which they will all encounter sometime in the future. The practice in meeting the demands of various application forms during a non-threatening situation is a valuable experience for meeting future application demands.

PREPARATION

Reproduce the Kodak, Xerox, Carrols or Lincoln Rochester application forms.

Collect SUNY application forms and instruction booklets. A reproduction of the actual application which is sent to Albany is all that is necessary.

Reproduce the RESUME FORM. The resume sample, DIANE SMITH, can be valuable for ideas and format.

ACTION

The four separate activities can take place one after another with the whole group going through each one,

The first activity should be to complete the resume form and discuss its use, distribution,and modification for different types of applications.

The college and job applications can be completed as a group. Homogeneous groups should be formed;

the appropriate applications (college, job) should be the major emphasis.

The job or college interviews can be role played with much good discussion developing. Again, if homogenecus groups should be formed, the appropriate type of interview is then conducted.

Make use of personnel outside the school. Admissions Counselors from MCC or other local colleges would respond well to an invitation to participate in college interview role playing.

Personnel directors at Kodak, Gleason, Lincoln Rochester, and many other area businesses would also welcome the opportunity to role play job interviews.

PERSONAL DATA Soc. Sec. No. _____

Name _____
last first initial maiden

Address _____
number street apt. no.

_____
city or town state zip code No. Years at this address

Telephone _____ Previous Address _____
area code number How long did you live there? _____

Applying for position of: _____

Would you work full-time? _____ Part-time? _____ If part-time, please Specify days and hours _____

* Federal, State and Municipal Laws prohibit discrimination because of Age, Sex, Race, Creed, Color or National Origin.

***DATE OF BIRTH**

*__ /__ /__
Mo Day Year

*( ) Male

*( ) Female

***CITIZENSHIP**

( ) U.S. Citizen

( ) Alien (Permanent)

( ) Alien (Temp. Visa)

MARITAL STATUS

( ) Single ( ) Married ( ) Legally Separated

( ) Engaged ( ) Widowed

( ) Divorced ( ) Separated

If married, name of spouse _____

Occupation and Employer _____

Number of children _____

FOR BANK USE ONLY

D/E _____ *Com*

Salary _____ *Cost*

Diff. _____ *Type* _____

Job Title _____ *Cos*

Grade _____ *Code* _____ *Pay*

EDUCATION Circle highest grade compl

Elementary 1 2 3 4 5 6 7 8 High 9 1

	Name and Address	Year Fro
High School		
College		
Business School		
Other		

SKILLS –

( ) Typing _____ (speed) ( ) Shorthand _____ (spe

( ) Adding machine ( ) Keypunch

Other Languages – ( ) None

Speak _____ Read _____
1 2 3 1 2

Circle for level fluency: 1-Fair 2-Good 3-Flu

EMPLOYMENT HISTORY Are you now employed? _____ Where? _____ P

May we contact your present employer? _____ How soon can you commence wo

Specific employment (list most recent first)

From Mo/Yr	To Mo/Yr	Employers Name and Address	Kind of Work	Salary

initial maiden

apt. no.

code No. Years at this address

s

u live there?

If part-time, please

iscrimination because of
olor or National Origin.

rried ( ) Legally Separated
lowed
parated

ouse

oyer

FOR BANK USE ONLY

D/E _____ *Company* _____

Salary _____ *Cost Center Name* _____

Diff. _____ *Type* _____

Job Title _____ *Cost Center No.* _____

Grade _____ *Code* _____ *Pay Status* _____

EDUCATION Circle highest grade completed.

Elementary 1 2 3 4 5 6 7 8 | High School 9 10 11 12 | College 13 14 15 16 | Graduate 17 18 –

	Name and Address	Years Attended From	To	Graduate?	Degree and Major
High School					
College					
Business School					
Other					

SKILLS –

( ) Typing _____ (speed) ( ) Shorthand _____ (speed) ( ) Dictaphone _____

( ) Adding machine ( ) Keypunch ( ) Others _____ (Specify)

Other Languages – ( ) None

Speak _____ Read _____ Write _____

Circle for level fluency: 1 2 3 — 1-Fair 2-Good 3-Fluent — 1 2 3

d? _____ Where? _____ Present Salary _____

present employer? _____ How soon can you commence work? _____

s Name and Address	Kind of Work	Salary	Reason for leaving

Do you have any medical problem? No ( ) Yes ( )
If yes, describe _____

Do you have any physical limitations? No ( ) Yes ( )
If, yes, describe _____

Do you have any current illnesses or medical conditions?
No ( ) Yes ( ) If yes, describe _____

2.	
3.	

Relatives now working for bank _____

Friends now working for bank _____

How were you referred to us? _____

MILITARY STATUS (U.S. only)

Present Draft Status Period of Active Duty Member of

_____ From _____ To _____ ( ) National Guard
mo/yr mo/yr

_____ Branch of Service _____ ( ) Reserve Unit
Lottery Number

In making this application for
that an investigation may be made
tained through personal interviews wi
others with whom you are acquainted
mation as to your character, genera
acteristics and mode of living. You h
ten request within a reasonable per
tional, detailed information about th
investigation.

_____ _____
Date Sign

OUTSIDE ACTIVITIES

Hobbies _____

Activities _____

** Clubs/Organizations _____

Civic Interests _____

** (You ma exclude those indicating sex, race, creed, color or natural origin)

PLEASE DO NOT WRITE IN

_____ _____
Date

7-12 R 11/72

No ( ) Yes ( )

s? No ( ) Yes ( )

r medical conditions?

2.		
3.		

Relatives now working for bank _____

Friends now working for bank _____

How were you referred to us? _____

Duty

mo/yr

Member of

( ) National Guard

( ) Reserve Unit

In making this application for employment it is understood that an investigation may be made whereby information is obtained through personal interviews with your neighbors, friends, or others with whom you are acquainted. This inquiry includes infomation as to your character, general reputation, personal characteristics and mode of living. You have the right to make a written request within a reasonable period of time to receive additional, detailed information about the nature and scope of this investigation.

Date _____ Signature of Applicant _____

or natural origin)

PLEASE DO NOT WRITE IN SPACES BELOW

Date _____ Signature of Interviewer _____

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NAME LAST	FIRST	INITIAL	SOCIAL SECURI

PRESENT ADDRESS STREET	CITY	STATE	ZIPCODE	HOME PHONE:

PERMANENT ADDRESS STREET	CITY	STATE	ZIPCODE	WHO REFERRED

IF NOT A CITIZEN OF U. S., CURRENT VISA STATUS?	HOW WOULD YOU DESCRIBE YOUR GENERAL HEALTH?

WHAT TYPE OF WORK DO YOU PREFER?

1. 2.

GEOGRAPHIC LIMITATIONS	GEOGRAPHIC PREFERENCES	GIVE NAMES OF CLOSE RELATIVES EMPLOYED BY XEROX
		1. 2.

HAVE YOU EVER BEEN CONVICTED OF A FELONY? (RECORD OF CONVICTION DOES NOT DISQUALIFY THE APPLICANT FROM EMPLOYMENT CONSIDERATION) ☐ YES ☐ NO IF "YES" PLEASE EXPLAIN:

MAY WE CONTACT YOUR PRESENT EMPLOYER?	WAGE OR SALARY REQUIRED	DATE AVAILABLE	HAVE YOU EVER APPLIED FOR WORK AT XEROX? IF YES, WHEN AND WHERE	HAVE YOU EVE
☐ YES ☐ NO			☐ YES ☐ NO	☐ YES

EDUCATIONAL DATA

CIRCLE HIGHEST GRADE COMPLETED — ELEMENTARY 1 2 3 4 5 6 7 8 — HIGH SCHOOL 9 10 11 12 — COLLEGE 13 14 15 16 17

SCHOOL NAME AND LOCATION	YEARS ATTENDED FROM	TO	GRADUATE?	DEGREE	MAJO
HIGH SCHOOL					
COLLEGE					
COLLEGE					

OVERALL COLLEGE SCHOLASTIC AVERAGE/DEGREE	CLASS STANDING (UPPER ¼, ½, ETC.)

EMPLOYMENT AND MILITARY HISTORY

IN EMPLOYMENT HISTORY SECTION LIST MOST RECENT JOB FIRST. INCLUDE ALL JOBS SINCE GRADUATION F (OR LAST FIVE JOBS, WHICHEVER IS LESS).

FROM MO / YR	TO MO / YR	BRANCH OF U.S. MILITARY SERVICE	RANK AT DISCHARGE	LAST DUTY STATION

DATES FROM MO. YR.	DATES TO MO. YR.	NAME/ADDRESS OF EMPLOYERS	TYPE OF POSITION	SUPERVISOR	PAY RATE START	PAY RATE FINISH

Form 50574 (7/72) Printed in U.S.A.

XEROX IS AN EQUAL OPPORTUNITY EMPLOYER (M/F)

FIRST	INITIAL	SOCIAL SECURITY NO.	DATE
CITY	STATE / ZIPCODE	HOME PHONE: INCLUDE AREA CODE	ALTERNATE PHONE: INCLUDE AREA CODE
CITY	STATE / ZIPCODE	WHO REFERRED YOU TO XEROX?	

LD YOU DESCRIBE YOUR GENERAL HEALTH?

2.

PREFERENCES

GIVE NAMES OF CLOSE RELATIVES EMPLOYED BY XEROX

1. 2.

IF "YES" PLEASE EXPLAIN:

ES ☐ NO

DATE AVAILABLE	HAVE YOU EVER APPLIED FOR WORK AT XEROX? IF YES, WHEN AND WHERE	HAVE YOU EVER WORKED AT XEROX? IF YES, WHEN AND WHERE
	☐ YES ☐ NO	☐ YES ☐ NO

PLETED	ELEMENTARY 1 2 3 4 5 6 7 8	HIGH SCHOOL 9 10 11 12	COLLEGE 13 14 15 16	GRADUATE 17 18 19 20 21 22

	YEARS ATTENDED		GRADUATE?	DEGREE	MAJOR SUBJECT OR TOTAL HOURS
	FROM	TO			
	FROM	TO			
	FROM	TO			
			CLASS STANDING (UPPER ½, ⅓, ETC.)		

T HISTORY SECTION LIST MOST RECENT JOB FIRST. INCLUDE ALL JOBS SINCE GRADUATION FROM HIGH SCHOOL
BS, WHICHEVER IS LESS).

	RANK AT DISCHARGE	LAST DUTY STATION

ERS	TYPE OF POSITION	SUPERVISOR	PAY RATE START	PAY RATE FINISH	REASON FOR LEAVING
			START	FINISH	
			START	FINISH	
			START	FINISH	
			START	FINISH	
			START	FINISH	

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XEROX IS AN EQUAL OPPORTUNITY EMPLOYER (M/F)

PRINCIPAL HOBBIES

IN WHAT EXTRA-CURRICULAR, CIVIC, OR CULTURAL ACTIVITIES HAVE YOU BEEN OR ARE YOU CURRENTLY ACTIVE? INCLUDE OFFICES HELD *(EXCLUDE THOSE INDICATING RACE, COL

DESCRIBE BRIEFLY THE NATURE OF YOUR LAST TWO **MOST APPROPRIATE** POSITIONS, INCLUDING SUPERVISORY RESPONSIBILITY, IF IF YOU HAVE DONE RESEARCH, INCLUDE A BRIEF DESCRIPTION OF ITS NATURE AND SCOPE.

1.

2.

WHAT ARE YOUR PLANS FOR CONTINUING YOUR EDUCATION?

WILL YOU PERFORM SHIFT WORK?	WILL YOU WORK OVERTIME?
☐ YES ☐ NO	☐ YES ☐

PROFESSIONAL/WORK REFERENCES WE MAY CONTACT:

NAME	HOME PHONE NO. (INCLUDE AREA CODE)	NAME
EMPLOYED BY	EMPLOYER PHONE NO. (INCLUDE AREA CODE)	EMPLOYED BY
EMPLOYER ADDRESS		EMPLOYER ADDRESS

Persons employed at Xerox have access to confidential information regarding various phases of Company business. Therefore, the Company foll new professional employees at the time of employment to sign a proprietary information and conflict of interest agreement. Information concerning competitor's operations, products, designs or other proprietary information will not be solicited from an applicant for empl employees. Xerox will honor any valid post employment restrictions contained in an applicant's employment contract and fully respects the appli non-disclosure to his former employer.

I certify that the answers provided above are accurate to the best of my knowledge and belief. I am aware that failure to complete this applicatio misstatements may result in refusal of employment or discharge. If employed, I understand that continued employment may be subject to issuanc bonding agent of Xerox Corporation.

SIGNATURE OF APPLICANT

FOR EMPLOYMENT USE ONLY

INTERVIEWER'S SIGNATURE

S HAVE YOU BEEN OR ARE YOU CURRENTLY ACTIVE? INCLUDE OFFICES HELD *(EXCLUDE THOSE INDICATING RACE, COLOR, RELIGION, SEX, NATIONAL ORIGIN, OR AGE)

THE NATURE OF YOUR LAST TWO **MOST APPROPRIATE** POSITIONS, INCLUDING SUPERVISORY RESPONSIBILITY, IF ANY.
RESEARCH, INCLUDE A BRIEF DESCRIPTION OF ITS NATURE AND SCOPE.

☐ NO

WILL YOU WORK OVERTIME? ☐ YES ☐ NO

TACT:

	HOME PHONE NO. (INCLUDE AREA CODE)	NAME	HOME PHONE NO. (INCLUDE AREA CODE)
	EMPLOYER PHONE NO. (INCLUDE AREA CODE)	EMPLOYED BY	EMPLOYER PHONE NO. (INCLUDE AREA CODE)
		EMPLOYER ADDRESS	

fidential information regarding various phases of Company business. Therefore, the Company follows the usual practice of requiring oyment to sign a proprietary information and conflict of interest agreement.
products, designs or other proprietary information will not be solicited from an applicant for employment, or from the Company's ployment restrictions contained in an applicant's employment contract and fully respects the applicant's duty of loyalty and

ccurate to the best of my knowledge and belief. I am aware that failure to complete this application, intentional omissions or ent or discharge. If employed, I understand that continued employment may be subject to issuance and continuance of bond by the

	SIGNATURE OF APPLICANT	DATE

	INTERVIEWER'S SIGNATURE	DATE

EMPLOYMENT APPLICATION (Hourly Employees)

THIS EMPLOYER AGREES TO PROVIDE EQUAL EMPLOYMENT OPPORTUNITIES IN CONNECTION WITH ALL WORK PERFORMED, & FURTHEF AGREES NOT TO DISCRIMINATE AGAINST ANY EMPLOYEE OR APPLICANT FOR EMPLOYMENT BECAUSE OF RACE, COLOR, CREED NATIONAL ORIGIN, AGE OR SEX.

PLEASE PRINT OR TYPE

PERSONAL DATA

Name _____ (Last) (First) (M.I.)

Date of Application _____

Phone Number _____

Address _____ (No. & Street) (City) (State) (Zip Code)

How long there? _____

Married ☐ Single ☐ Widowed ☐ Divorced ☐ Separated ☐ Engaged ☐

Social Security No. _____

Number of Children _____ Other Dependents _____

Date of Birth _____

Are you a U.S. Citizen? _____ Name of Spouse _____

Age _____ Height _____ Weight _____

EDUCATION

Name and Address of Last School Attended _____

Dates _____ Circle Last Year Completed: HIGH SCHOOL 1 2 3 4 OTHER 1 2 3 4

Special Training or Skills _____

Are you presently a student? Yes ☐ No ☐

MILITARY

Branch _____ From _____ To _____ Rank _____ Type Discharge _____

Reserve Organization _____ Board Location _____ Draft Class _____ Lottery No. _____

GENERAL DATA

Do you own a car? _____ Do you have a valid Driver's License? _____ Previously applied at Carrols? _____

Previously employed by Carrols? _____ Where _____ Have you any friends or relatives in our employ? _____

Have you ever made application for a Bond? _____ Refused? _____

Have you ever been convicted of a crime? _____ Explain _____

Have you any "Side Line" Business Interests? _____ Explain _____

Have you ever collected Workmen's Compensation? _____ Where? _____

Specify Physical Defects or Ailments _____

In case of Emergency contact _____ Phone _____

Referred by _____ Would you relocate? _____ Where? _____

Earliest Starting Date _____ Salary Requirements _____

MINORS

This Section must be completed BY THE MANAGER prior to Employee beginning work.

Is the Applicant under 18 years old? _____ Proof of age submitted: Birth Certificate ☐ License ☐ Other ☐

Is the Applicant presently a student? _____ Does your State require Working Certificates? _____

Work Certificate Application Date _____ Work Certificate Number _____

AUTHORITY ISSUING THE WORK CERTIFICATE: _____ (Name)

_____ (Address)

Date Work Certificate Received by Manager _____

NOTE: Work Certificates are to be attached to this application and retained on file. Upon termination, return the Work Certificate to th employee and file the employment application.

EMPLOYMENT HISTORY – GIVE NAMES AND ADDRESSES OF PREVIOUS EMPLOYERS. LIST MOST RECENT EMPLOYER FIRST

EMPLOYER'S NAME AND ADDRESS	POSITION HELD	SALARY	EMPLOYED FROM	EMPLOYED TO	REASON FOR LEAVING
NAME					
ADDRESS					
NAME					
ADDRESS					
NAME					
ADDRESS					
NAME					
ADDRESS					
NAME					
ADDRESS					

REFERENCES – LIST 3 PERSONAL REFERENCES, EXCLUDING EMPLOYERS OR RELATIVES

NAME	ADDRESS	OCCUPATION	No. of yrs. known
1)			
2)			
3)			

APPLICANT'S AVAILABILITY

		MON	TUES	WED	THUR	FRI	SAT	SUN
PART TIME ☐	DAY							
FULL TIME ☐	NIGHT							

EARLIEST STARTING DATE _____

We appreciate your recent application for employment with CARROLS. However, as a part of our normal procedure for processing applications, a routine inquiry may be made. This inquiry typically concerns information on an applicant's character, general reputation, personal characteristics and mode of living. Further information on the nature and scope of such inquiry, if one is made, is available to you upon written request.

IT IS UNDERSTOOD THAT FALSE STATEMENTS ON THIS APPLICATION MAY BE CONSIDERED SUFFICIENT CAUSE FOR DISMISSAL

SIGN HERE _____ DATE _____

SIGNATURE OF APPLICANT

DO NOT WRITE BELOW THIS LINE

INTERVIEW (YES OR NO) _____ DATE _____ HOUR _____

RESULT OF INTERVIEW _____

STARTING SALARY _____ LOCATION _____ STARTING DATE _____

INTERVIEWED BY _____ APPROVED BY _____

NOTE: MINORS MUST PRESENT WORKING PAPERS PRIOR TO STARTING WORK. FILE WORKING PAPERS WITH EMPLOYEE'S APPLICATION.

SPECIMEN APPLICATION FOR EMPLOYMENT

EASTMAN KODAK COMPANY An Equal Opportunity Employer

PERSONAL DATA

Name (Last) (First) (Middle)			Maiden Name	Date of Application
Address (No. and Street) (City) (State) (Zip Code)				Area Code Tel. No.
Date of Birth*	Height Ft. In.	Weight Lbs.	Social Security Number	☐ U.S. Citizen ☐ Alien (Permanent Res.) ☐ Alien (Temporary Visa)
Do You Have Any Physical Defects, Diseases or Illnesses? ☐ No ☐ Yes If Yes, Describe Briefly			Do You Wear Contact Lenses? ☐ No ☐ Yes	
Can You Work Any Shift?	What Kind of Work Do You Prefer? 1st Choice 2nd Choice			
Draft Status	Have You Ever Worked For E. K. Co?	Which Plant or Division?	Date From To	
U. S. Military Service: Branch	Date From To		Honorable Release? ☐ Yes ☐ No	
Rank or Rating at Time of Discharge	Military Specialty			

EDUCATION

School	Name City, Town And State	Years	Subjects of Specialization	Date Graduated	Degree
Elementary	(Circle Highest Grade Completed) 3 4 5 6 7 8				
High School					
College					
Business or Trade School					
Night or Other					

PREVIOUS EMPLOYMENT (Give Full Details)

List Employers in Order Starting With Present One		Dates		Kind of Work	Wages	Reason For Leaving
Name	Address	From	To			

REFERENCES (Other Than Relatives)

Name	Address	Business or Occupation

Any Relatives Working for Eastman Kodak Company?		
Name	Relationship	Plant

FILE NAME

*The Age Discrimination Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 65 years.

I hereby authorize Kodak to make any contacts considered necessary for my employment, such as present and previous employers, public or credit bureau records.

I have not subscribed and do not subscribe to any philosophy aiming at the overthrow of our government by force or violence.

SIGNATURE _____

Name

Address

Telephone

PERSONAL: Born _____ Height _____

Health _____ Weight _____

EDUCATION: _____
High School (name and address)

Date of Diploma _____ Class Rank _____ High School Average _____

Major Sequence(s) _____

WORK EXPERIENCE:

_____
Employer - Name and Address

_____ _____
Month and year began Month and year left

Work _____
(i.e. counter work, bag groceries, clerk-typist)

Employer _____ Employer _____

Dates _____ to _____ Dates _____ to _____

Work _____ Work _____

SPECIAL INTERESTS OR HOBBIES: _____
(i.e. sewing, skiing, woodworking, varsity, soccer)

ORGANIZATIONS: _____
(i.e. scouts, church youth group, crusaders, etc.)

HONOR/AWARDS: _____
(i.e. National Honor Society, NYS Expert Typist Certificate)

REFERENCES: (four, if possible), include employment, education, neighborhood, church, or adult friends)

Name _____ Name _____

Title _____ Title _____

Address _____ Address _____

Name _____ Name _____

Title _____ Title _____

Address _____ Address _____

CAREER GOAL (a statement about your future plans): _____

_____

DIANE B. SMITH
375 Norton Street
Rochester, New York 14621
(Telephone: 716-328-4621)

PERSONAL: Born: April 3, 1958 Health: Good
Height: 5'6" Glasses
Weight: 128 lbs. (near sighted)

EDUCATION: Benjamin Franklin High School (Rochester) 1972-1976
Diploma to be awarded June, 1976.
Class Rank 127/384. C average
Courses included English, Typing I and II, Bookkeeping I, Office Practice I.

WORK EXPERIENCE: Summer 1973- Carrols Restaurant. Counter Service

Summer 1974 - Rochester Savings Bank. Check Reviewer Verified tellers' daily receipts. 40 hrs./wk.

September, 1975 - June 1976, Rochester Savings Bank Co-op Student employee. Clerk-typist. Typed personnel reports. Prepared files. Filed.

Other experience includes counting and tallying church collections and typing correspondence for the pastor, 1972-1976.

HOBBIES/SPECIAL INTERESTS: Sewing, Skiing, Athletics in general

ORGANIZATIONS: Ski Club, Giris' Athletic Association

HONORS OR AWARDS: Betty Crocker Cooking Award
New York State Expert Typing Certificate

REFERENCES:

Miss Evelyn Daley
Clerk Supervisor
Rochester Savings Bank
40 Franklin Street
Rochester, New York 14604

Mr. George Mercer
Business Department Chairman
Benjamin Franklin High School
970 Norton Street
Rochester, New York 14621

Reverend Stephen Howard
North Baptist Church
2052 St. Paul Street
Rochester, New York 14617

Mr. Karl Heath
D.O.C. Teacher
Benjamin Franklin High School
970 Norton Street
Rochester, New York 14621

CAREER GOALS:
I would like to become an administrator of a business office supervising different members of a staff in organizaing and directing the activities of an office.

ACTIVITY

COLLEGE INTERVIEW

Typical Interview Questions

The name of the college and the area of specialization should be established before the interview starts.

The students can play themselves or role play an assumed person.

The counselor can take the role of the interviewer, or to create more interest, the role of the applicant.

QUESTIONS

Why are you applying to this college?
In what programs do you plan to major?
What are your eventual career goals?
How do you feel your college program will help you?
How well do you feel you have been prepared at your high school?
What kind of problems do you anticipate in college?
How did you hear about this college?
Will you have any friends at the college when you arrive?
How do your parents feel about you going to college?
Do you have any questions about college, such as your program, schedule, calendar, living arrangements, meals, costs, financial aid?

Interviewers are always impressed by applicants who have "done their homework". Reading catalogs and bulletins and discussing colleges with counselors, can be valuable sources of information for questions directed to the interviewer. Good questions show the student's initiative and interest in the school.

ACTIVITY

JOB INTERVIEW

Typical Interview Questions

The name of the company and the job titles should be established before the interview is started.

The students can play themselves or role play an assumed person.

The counselor can take the role of the interviewer, or to create more interest, the role of the applicant.

QUESTIONS

What kind of work would you like to do here at _____?
How well do you think you can do? Why?
What type of training have you had?
How much money do you expect to make?
Do you speak any foreign languages?
Have you worked anywhere else? Where?
Who were your supervisors? May I call them?
What kind of work did you do?
Why did you leave?
Will you have any problems getting here on time?
Could you work overtime or trick work?
How did you hear about this job? Do you know anybody who works here?
Do you understand what you would be doing here?
When could you start working?
Do you have any questions about the job?

Interviewers are always impressed by applicants who ask good questions based on research of the company or the job requirements.

RELATED ACTIVITIES

1. Expose students to the simulation games, filmstrips, brain-storming activities, puzzle assembly, role-playing, peer evaluation and individual assessment activities contained in the Job Survival Skills Program by Singer

2. Show and discuss the filmstrip, "Your Job Interview", by Guidance Associates.

3. Video tape role playing of job or college interviews, and do focused feedback replays on voice quality, positive impressions, appearances, grooming, etc.

GRADE TWELVE

The senior year is obviously a time for summing up and crystalizing dreams, ideas, and practical experiences. As with all Seniors, the final graduation card must be put together and career plans put into action.

The Needs Assessment will give the counselor a good idea of the things seniors have done in the Area of Careers and the needs they have. Meeting the demands of the class in preparing them to leave high school has always been the goal of the counselor. The activities available at other grade levels can be useful in carrying out this task.

From experience, we all know that a great deal of individual attention is needed and demanded by the Senior. Small groups, both homogeneous and heterogeneous, can be valuable in disseminating pertinent information and stimulating insight and action.

MY PLANNING RECORD

UNIT 1

BEHAVIORAL OBJECTIVE

70% of the students in grade twelve, after a guidance unit reviewing the Student Planning Record, will enter in the record an up-date of their career choice and complete the SECONDARY SUMMARY and CAREER PLANS sheets.

INTENT

To encourage students to review their own Secondary Record and personal planning record. The academic record review can give them the confidence that their high school program will fulfill the graduation requirements. The review of the personal planning record, along with the academic record, can help give a realistic view of future plans.

PREPARATION

Assemble the SECONDARY RECORD cards and the STUDENT PLANNING RECORDS for each of the students in the group.

The SECONDARY SUMMARY and CAREER PLANS sheets should be found in the STUDENT PLANNING RECORDS if the students took part in the career guidance program as eleventh graders. Blank copies of this sheet should be available.

ACTION

Distribute the STUDENT PLANNING RECORDS and SECONDARY RECORDS to each student.

Students should complete the SECONDARY SUMMARY and CAREER PLANS sheets. Those students who did not start them as Juniors should be given help in filling them out.

WHAT HAVE I DONE ABOUT A CAREER?

BEHAVIORAL OBJECTIVE

100% of the students in grade twelve will determine on a NEEDS ASSESSMENT Instrument the critical career guidance activities and compentencies lacking, and will set and complete a program to experience the activities and gain the compentencies required.

INTENT

To identify the seniors who need additional career guidance experience and design an appropriate program.

PREPARATION

Reproduce the CAREER NEEDS ASSESSMENT.

ACTION

---Administer the ASSESSMENT to all senior students. This could possibly be done during homeroom period or in some of the predominately senior classes.

---Determine the student needs and create homogeneous groups of students who have not completed the career guidance activities or who wish to repeat them.

Refer to the manual index to obtain appropriate ACTIVITIES to develop effective sessons for your seniors.

Depending on your counseling load, you might combine some of your senior groups with some of your other groups.

EVALUATION

Name _____ Home Room ____

COUNSELOR _____

YOUR FUTURE CAREER

CAREER NEEDS ASSESSMENT

Listed below are activities which will be valuable to you in getting ready for your future.

	Yes	No	I'd like to repeat again
1. Have you reviewed your HIGH SCHOOL RECORD to prove that you have enough of the correct credits to graduate?	☐	☐	☐
2. Do you have a personal RESUME available to be used for applications and interviews?	☐	☐	☐
3. Have you taken part in a JOB INTERVIEW or observed one?	☐	☐	☐
4. Have you completed a JOB APPLICATION form?	☐	☐	☐
5. Have you taken part in a COLLEGE INTERVIEW or observed one?	☐	☐	☐
6. Have you completed a COLLEGE APPLICATION form?	☐	☐	☐
7. Have you taken an INTEREST INVENTORY which is designed to help you decide on possible careers that meet your interests?	☐	☐	☐
8. Do you feel that you know your strengths and weaknesses (ABILITIES)?	☐	☐	☐
9. Do you feel that you can make DECISIONS in a logical way?	☐	☐	☐
10. Do you have enough INFORMATION about your future career?	☐	☐	☐

So that I can involve you in the experiences you need, please indicate the periods and days of the week you are available.

DAY	PERIOD	SUBJECT

Do you have a particular problem that you would like to discuss ?

ADDENDUM

-CAREER OBSERVATION-
STUDENT REACTION SHEET

BEHAVIORAL OBJECTIVE

Each student who participates in a career observation experience will fill out a Student Reaction Sheet exploration indicating that specific tasks relating to the experience have been completed.

INTENT

To encourage students to look for specific and general aspects of a job which will direct the experience of investigating an occupation.

PREPARATION

Included are six (6) versions of reaction sheets which can be used. The vocation, the extent of the investigation, and the student doing the observing will be factors in deciding which version to use. The Counselor should select the most appropriate form to be used.

ACTION

Before students are sent out they should be encouraged to think about the kinds of things to look for and the kinds of questions to ask.

Staple a STUDENT REACTION SHEET to the parent permission form which will probably have to be filled out. Encourage the student to read it over before the experience and require them to submit it upon returning.

Placing the sheet in the STUDENT PLANNING RECORD is valuable for future career counselling.

STUDENT REACTION SHEET
PERSONAL INTERVIEW

1. Name of your job?_____
2. Name of your company?_____
3. Where else do you find your job? Is it found all over the country?_____

_____

4. What kind of equipment do you use?_____

_____

5. What kind of education do you need to get this job?

_____

6. What other qualifications are required for this job?

_____

7. What other jobs did you have before this one?_____

_____

8. How did you get this job?_____

_____

9. What are your hours, vacations, benefits?_____

_____

10. How much money do you make a year?_____
11. Do you like your job? Why?_____

_____

12. Do the people who have a job like this have something in common? What?_____
13. Are you part of a team? Do you depend on others?

_____

14. What are my chances of getting a job like this in the future?_____
15. If you had to do it over, how would you go about getting this job?_____

_____

16. Do you have any advice to give to me about becoming a _____?

_____

_____

(Use the reverse side of this sheet if necessary)

Date _____
Grade _____

Job Title _____

Other titles used _____

Brief summary of nature or function of the job:

_____

Salary range: Minimum _____ Maximum _____

Bonus _____ Commission _____

Working hours: Average hrs./week _____; daily from ___ to _____
Number of nights worked _____
Overtime: Never _____ Seldom ___ Frequent _____

Additional facts on hours: _____

Educational Requirements: Elem. School _____ High School _____
Post-Sec. ____ College ____ Special courses required _____

Job Experience: Previous experience required? Yes ___ No _____
Acceptable type and length _____
Previous jobs normally held _____
Next job in line of promotion _____
Other promotion opportunities _____

Supervision:
Supervision of others: Positions _____
Supervision by: Position _____
Supervision is authoritative; worker makes no decisions
Worker is given some supervision
Worker has free rein; makes most decisions

Equipment: _____

General:

On-the-job training:
Length of time _____
Skills taught _____

Relationships to other jobs: Persons contacted regularly as part of the job: Within the company _____
_____ Outside the Company _____
_____

Technical information used on the job: _____
_____

Other information: _____
_____

Use of basic skills: Mathematics: _____
Communication: _____
(Use the reverse side of the sheet for any additional information.)

Grade_____

STUDENT REACTION SHEET

1. Name of Occupation_____

2. Job title_____

3. Exactly what does worker do?_____

_____

_____

4. What type of equipment is used? _____

_____

5. What education is required?_____

6. What qualifications, other than educational, are necessary?
   A. Physical_____

   B. Mental_____

   C. Aptitude or personality_____

7. What are working conditions and hours?_____

_____

8. In what kind of business is this job found?_____

_____

9. What are opportunities for advancement?_____

_____

10. In what geographical location is this job found?____

_____

11. Where is further information available?_____

_____

12. Additional comments_____

_____

_____

STUDENT REACTION SHEET
Exploring an Occupation

1. What is the title of the occupation?_____

2. In which firms or businesses is employment available?

_____

3. Does the worker work with (a) ideas (data), (b) people, or (c) things? What activities does he perform in relation to these categories?

_____

4. What qualifications or types of preparation are needed by the worker? (Required or desired)_____

_____

5. What benefits are received by the worker? (Pay, satisfaction, work values,and interests)

_____

6. What oppcrtunities are there for advancement?

_____

7. Is the need for the occupation increasing or decreasing?

_____

8. What are the working conditions and environment?

_____

9. What personal characteristics are helpful for workers to have?_____

_____

10. What are the specific advantages and disadvantages of this occupation?_____

_____

11. Would you like to be employed in this occupation?

_____

Grade_____

STUDENT REACTION SHEET
Career Development Interview Guide

The purpose of a career development interview is to obtain information from a person who has been employed for at least 10 years. Try to understand the various things which influenced his or her career.

The following are some topics that you might ask the person being interviewed to discuss:

1. Describe the different jobs you have had beginning with your first employment and ending with your present job.

   _____

2. What influenced you to choose these jobs or to change jobs?_____

3. What training and/or experience have you had which help you to do your present job?_____

   _____

4. How did you go about finding your jobs?_____

   _____

5. When did you decide to go into your present field of work?

   _____

6. What personal satisfactions do you get from your work?

   _____

7. What kind of experiences might help young people find out if they would enjoy a job like yours?

   _____

8. What jobs do you think you might have in the future?

   _____

Grade_____

STUDENT REACTION SHEET

Job Outline

TITLE OF JOB:

DUTIES: What I will actually do in this job.

Characteristics of the Job: What is it like? What is the schedule? How many hours per day? How many days per week? How much money does it pay?

Qualifications: What must I know to get this job? How much education? What are the physical requirements (health, age)?

Prospects of Getting This Job: What are my chances of getting a job like this? Are they scarce or plentiful?

Finding the Job: Where, when,and how do I go about getting this job?

JOB FAMILIES

U.S. OFFICE OF EDUCATION CLUSTER CONCEPT

Agibusiness and Natural Resources
Business and Office
Communications and Media
Construction
Consumer and Homemaking Education
Environment
Fine Arts and Humanities
Health
Hospitality and Recreation
Manufacturing
Marine Science
Marketing and Distribution
Personal Service
Transportation
Education
Engineering
Mechanical Work
Science
Technical Work

KUDER INTEREST AREAS

Outdoor
Mechanical
Scientific
Computational
Persuasive
Artistic
Literary
Musical
Social Service
Clerical

HOLLAND MODEL ENVIRONMENTS

Realistic
Investigative
Artistic
Social
Enterprising
Conventional

DATA	PEOPLE	IDEAS	THINGS
Facts Records	Care Service	Theories Insights	Machines Equipment

DATA	PEOPLE	THINGS
Words Numbers Detail	Services Teaching Caring	Machines Mechanical Repairing

KINDS OF ENTERPRISE

Agriculture, Fishing
Forestry
Mining
Construction
Utilities
Transportation
Storage
Communication
Finance
Services
Government
Manufacturing

DIVISION BY ORGANIZATION

Creation and Discovery
Procurement
Property Management
Personnel
Production
Transportation
Finance
Communication
Administration
Distribution
Secretarial

NON-BACCALAUREATE DEGREE FAMILIES

Allied Health Field
Building Trades
Business and Office Occupation
Communication Industry
Machine Trades
Personal Services
Sales
Skilled Services
Transportation

OCCUPATIONAL CLUSTERS

Communication and Media
Construction
Personal Development and Recreation
Creative Arts
Health, Family, and Public Welfare
Education, Training, and Research
Public Service
Transportation
Manufacturing
Natural Resources and Agriculture
Resource-Control and Conservation
Commerce and Trade

TRAINING FAMILY CLUSTERS

Business Administration
Construction and Engineering
Communications and The Arts
Education and Social Service
Manufacturing
Health
Mechanics and Crafts
Marketing and Sales
Science and Agriculture
Services and Transportation

WORLD OF WORK JOB FAMILIES (ACT)

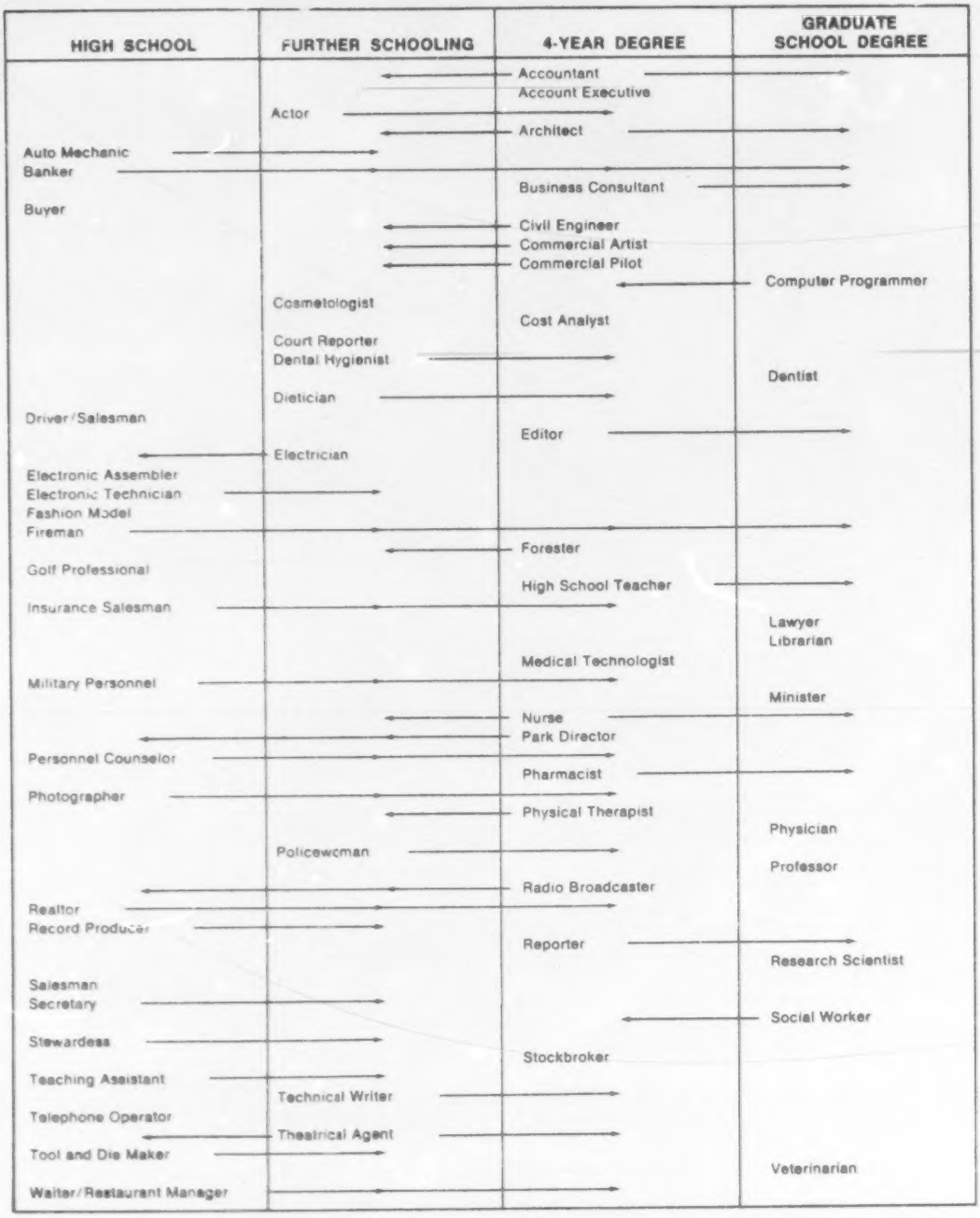
Business Sales & Management
Business Operations
Technologies & Trades
Natural, Social & Medical Sciences
Creative & Applied Arts
Social, Health & Personal Services

CALIFORNIA OCCUPATIONAL CLUSTER SYSTEM(COPS)

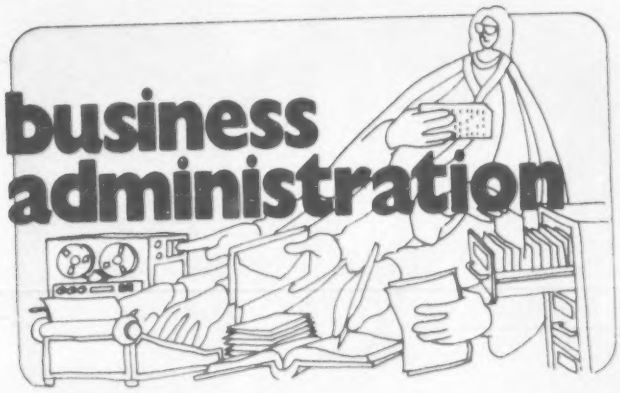
Science (Professional)
Science (Skilled)
Technology (Skilled)
Consumer Economics
Outdoor
Business (professional)
Business (skilled)
Clerical
Communication
Arts Professional
Arts Skilled
Service (Professional)
Service (Skilled)

CAREER DEVELOPMENT

PLACEMENT CHART



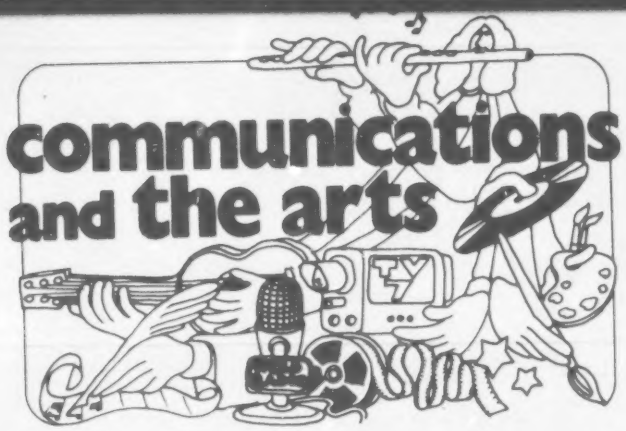
business administration



TRAINING		DESCRIPTION	SALARY[1]	YOU NEED
time	type		1974	
none	on the job	**Receptionist.** Besides greeting clients, often does light typing or filing. **	$5,200-5,600	Common sense, personality, good smile.
none	h.s. typing	**Typist.** *	$5,200-5,600	40-50 wpm; good spelling; concentration.
2-6 wks.	on the job	**File Clerk.** Sometimes this job means operating electronic retrieval systems. °	$5,200-5,600	Read accurately and rapidly, spell well, good with details.
1-3 wks.	on the job	**Bank Teller.** *	$5,600-6,000	Maturity, neatness, tact and courtesy.
1-3 wks.	formal on the job training	**Telephone Operator.** Big businesses also hire operators. •	$5,200-5,600	Pleasant voice; ability to sit for long periods.
1-3 wks.	on the job	**Postal Clerk.** Big corporations have mail rooms and postal clerk jobs, too. °	$5,600-8,300	Good memory, coordination, ability to read accurately.
2-4 wks.	on the job	**Keypunch Operator.** Prepares data cards for computers. •	$6,200-6,500	Typing ability; good concentration.
none	h.s. courses	**Bookkeeper.** Automation has cut jobs. °	$5,600-5,900	Good concentration, ability with numbers.
2 yrs.	vo-tech school, jr. college	**Secretary.** The difference between a stenographer and a secretary, says an expert, is that a secretary thinks. **	$5,800-6,700	Common sense, good hearing, spelling ability, grammar skills, ability to organize things, good memory. And typing skill.
3-4 yrs.	computer schl. or college (BS)	**Computer Programmer.** Some highly technical jobs require master's degree. *	$8,300-8,600	Ability to think logically and with imagination; accuracy, patience.
4 yrs.	college	**Personnel Worker.** Hires people, counsels employees and develops wage scales. **	$9,300-9,700	Speak and write effectively; work well with people. Ability to see both labor and management points of view.
4 yrs.	college (BBA)	**Accountant.** Handles corporate finances, audits, prepares tax returns and budgets. **	$9,100-9,400	Math ability, conscientiousness, neatness, accuracy.
4 yrs.	college (BA/BS)	**Bank Officer** (or management trainee). Who gets the loan? Advises small businesses. *	$6,400-9,100	Be a good judge of people and businesses.
4-6 yrs.	college (BS) + grad schl. (MS)	**Systems Analyst.** Figures out problems that computers can solve, recommends equipment, methods, etc. *	$11,000-11,800	Logical thinking, concentration on details, ability to work independently.
4-6 yrs.	college (BA) + grad schl. (MBA)	**Executive** (or management trainee). These are the people who will run things—whether it's a city, a corporation or a pool hall. *	$12,000-35,000	Dedication, self-confidence, perform well under stress, quick thinking ability, tact.

THE RATINGS: ** More jobs than people; * Lots of jobs available; • May have to hunt some; ° Prospects poor

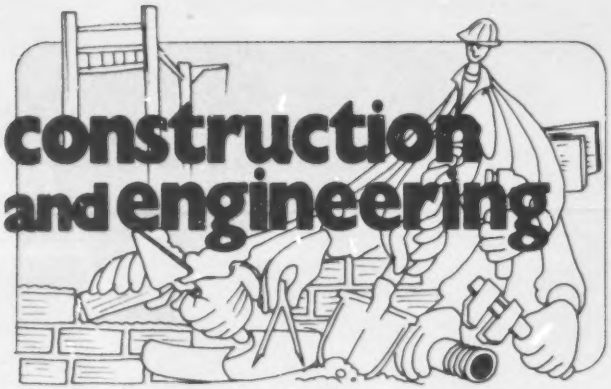
[1] Average beginning salaries. Pay goes up with job experience. Salaries vary by region and may be higher or lower than these figures.



TRAINING		DESCRIPTION AND RATING	SALARY[1] 1974	YOU NEED
time	type			
none	on the job	**Stuntman. Or woman.** It's not as dangerous as it looks and it's a way into acting. ★	hourly-varies	Daring, common sense, good sense of timing.
6 wks.-6 mos.	modeling schl.	**Model.** Jobs are usually freelance in fashion shows, department stores. °	hourly-varies	Ability to take pressure, competition, tight schedules; perfect grooming, stamina.
6 mos.-2 yrs.	vo-tech schl. on the job	**Broadcast Technician.** Operates electronic equipment and controls quality of broadcast. •	$5,400-8,800	FCC First Class license; knack for electronic gizmos.
2-3 yrs.	on the job; self-taught, vo-tech schl.	**Photographer.** Most work in commercial studios or for publishers. The rest free-lance. •	$4,100-6,500	Manual dexterity, good eyesight and color vision, some artistic ability.
2-4 yrs.	vo-tech schl. college	**Commercial Artist.** Does art for ads, newspapers, magazines, brochures, etc. •	$4,600-5,400	Artistic ability, color sense, taste. Freelancers need a good portfolio.
3 yrs.	med. art schl. or art schl.	**Medical Illustrator.** Helps illustrate films, textbooks, 3-D models for labs, med schools and publishers. •	$8,000-15,000	Diverse art portfolio; background in biology and zoology.
2-4 yrs.	jr. college, college	**Interior Designer.** Helps people and businesses select tasteful furnishings. °	$5,000-10,000	Art talent, color sense, good taste, good business sense.
2-4 yrs.	vo-tech schl., college	**Industrial Designer.** Improves appearance and functional design of products from ball point pens to stereos. •	$7,000-10,000	Artistic ability, some mechanical skill plus industrial design courses at school.
2-20 yrs.	art schl. helps	**Professional Artist.** Artists, it is said, intuit the future in ways that can be seen if not understood today. °	$0 up	True artistic gift, persistence, belief in oneself.
varies	on the job, college	**Radio/Television Announcer.** The disc jockey. Starts at small station and works up—maybe. °	$7,000-10,000	Well-controlled voice, good English, personality, sense of showmanship. FCC First Class license helps.
4 yrs.	college	**Advertising.** In bit firms, workers specialize in management, copywriting, research, art, media buying or production. •	$6,500-10,000	Creativity, imagination, flair for language, ability to solve problems.
4 yrs.	college	**Public Relations Worker.** Arranges, handles a company's relations with press and public. ★	$8,800-9,200	Writing talent, flair for fresh ideas, understanding of people; journalism helps.
4 yrs.	college	**Journalist/Editor.** Newspapers, magazines, book publishers, radio and television stations and some private companies hire journalists. •	$5,200-7,600	Sense of responsibility, writing ability, initiative, persistence, good memory.
4-6 yrs.	college	**Interpreter/Translator.** Jobs in foreign service, international business or UN. Many more jobs abroad. °	$9,000-9,500	Good hearing, alertness, emotional stamina, tact, linguistic ability.
4-5 yrs.	college	**Landscape Architect.** Designs outdoor gardens. Ecology movement creates jobs. ★	$8,000-12,000	Art sense, green thumb, business sense.
5 yrs.	college (BA)	**Architect.** Beginners start as junior draftsmen. •	$6,400-9,100	Artistic ability, technical knack, social conscience, independence.
varies	begin when a child	**Performing Artist.** (Singer, Dancer, Actor) It's difficult to make a living in the arts. Some make their talent a hobby instead of a career. °	varies	Talent. Persistence. Personality. Attractive appearance. Luck. College may help.

THE RATINGS: ★★ More jobs than people; ★ Lots of jobs available; • May have to hunt some; ° Prospects poor

[1] Average beginning salaries. Pay goes up with job experience. Salaries vary by region and may be higher or lower than these figures.

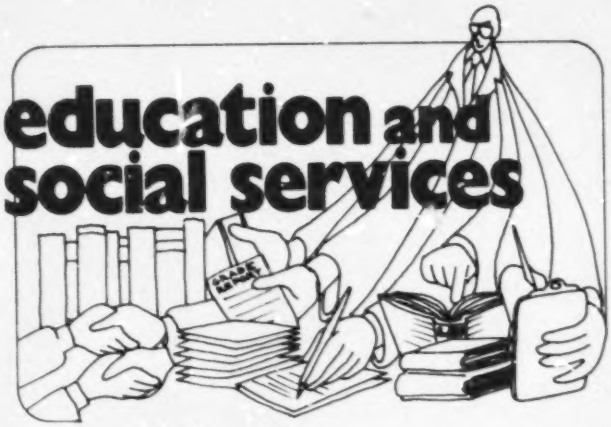


construction and engineering

TRAINING		DESCRIPTION AND RATING	SALARY[1]	YOU NEED
time	type		1974	
none	on the job	**Construction Laborer.** No skills—or future.°	$6,500-8,000	Work is strenuous, often dangerous.
3 yrs.	apprenticeship	**Cement Mason.** Finishes concrete surfaces.★	$7,100-7,400	Active labor; need to stoop, bend, kneel.
3 yrs.	apprenticeship	**Painter.** •	$7,200-7,500	Manual dexterity; good color sense.
3 yrs.	apprenticeship	**Stonemason or Tilesetter.** Installs marble, stone, tile, etc. •	$7,700-7,900	Good physical condition; sense of color harmony, manual dexterity.
3 yrs.	apprenticeship	**Operating Engineer.** Drives big construction machines. *Salary depends on machine. ★	$4,900-10,400*	Good physical condition; work can be dangerous.
3 yrs.	apprenticeship	**Glazier.** Installs glass in buildings. ★★	$6,800-7,200	Strength, manual dexterity.
2-4 yrs.	jr. college, vo-tech schl.	**Engineering Technician.** Uses complex equipment, analyzes data to help engineers. •	$6,700-7,000	Math and science ability; good with details; imagination.
2-4 yrs.	jr. college, vo-tech schl.	**Draftsman.** Draws the "blueprints." •	$6,200-6,400	Good eye-hand coordination.
4 yrs.	apprenticeship	**Carpenter.** •	$5,600-8,300	Sense of balance; good physical condition; no fear of heights; math ability.
4 yrs.	apprenticeship	**Sheet-Metal Worker.** •	$7,300-8,300	Good physical condition; mechanical skill.
4 yrs.	apprenticeship	**Construction Electrician.** Installs heat, light, air conditioning wiring. ★	$8,000-8,500	Physical stamina; you work in cramped quarters, stand for long periods.
5 yrs.	apprenticeship	**Plumber.** •	$8,100-8,500	Math, science and mechanical aptitudes; physical strength (for lots of bending).
4-6 yrs.	college	**Civil Engineer.** Designs roads, tunnels, airfields, bridges, etc. ★	$10,400-10,600	Initiative, analytical mind, decisiveness; M.S. degree helpful.
4-6 yrs.	college	**Ceramic Engineer.** Develops methods for processing clay and non-metallic materials into ceramic products. ★★	$10,200-10,600	Need intelligence, creativity; be good with details.
4-6 yrs.	college	**Metallurgical Engineer.** Designs ways to convert metals into products. ★	$10,500-11,000	Math and science ability; intelligence; M.S. helps, too.
4-6 yrs.	college	**Aerospace Engineer.** Develops missiles, aircraft, rockets and related gadgets. •	$10,400-10,800	Analytical mind, creativity, intelligence; M.S. degree helps.
5-7 yrs.	college	**Electrical Engineer.** Designs and develops manufacturing of electrical and electronic equipment. ★★	$10,700-10,900	High intelligence, abstract reasoning ability. M.S. helps.
5-7 yrs.	college	**Chemical Engineer.** Determines processes for manufacturing chemicals. •	$11,000-11,900	High intelligence, creativity, science ability. M.S. improves prospects.

THE RATINGS: ★★ More jobs than people; ★ Lots of jobs available; • May have to hunt some; ° Prospects poor

[1] Average beginning salaries. Pay goes up with job experience. Salaries vary by region and may be higher or lower than these figures.



education and social services

TRAINING		DESCRIPTION	SALARY[1]	YOU NEED
time	type		1974	
1-3 mos.	on the job	**Social Service Aide.** Does routine paperwork for welfare offices or visits homes. ★	$4,700-6,100	Be a friendly listener; tact, courtesy, leadership ability, desire to be helpful.
1-2 yrs.	on the job jr. college	**Library Technician.** Helps librarians keep materials in order and up to date. ★	$6,700-9,000	Enjoy detail work; manual dexterity; good with people.
4 yrs.	college	**Social Worker.** Helps individuals and families use social services to solve their problems. ●	$6,900-9,000	Maturity; ability to handle responsibility. Test your interest by doing volunteer work in community.
2-4 yrs.	jr. college or college	**Recreation Worker.** More people, more leisure time means more need for play. ★★	$7,000-9,000	Ability to motivate people, sensitive to their needs. Camping, sports experience help.
4-6 yrs.	college + grad schl.	**Rehabilitation Counselor.** Helps people with physical, mental or social disabilities adjust their vocations and personal lives. ●	$8,300-$8,700	Most employers want master's degrees now. Ability to motivate others, accept responsibility. Occupational and physical therapists also do rehabilitation.
4 yrs.	college	**Kindergarten/Elementary School Teacher.** Fewer babies means fewer jobs. ○	$7,000-7,900	Must be certified; ability to work with children.
4-6 yrs.	college + grad schl.	**Secondary School Teacher.** Fewer babies means fewer teenagers means fewer jobs. ○	$7,300-8,100	Master's degree improves prospects; certificate required.
4-9 yrs.	college + grad schl.	**Counselor.** Works in high schools, colleges, state employment offices to help people get information on anything—be it careers, study or emotional problems. ●	$7,500-9,000	Genuine interest in people; good memory for people and facts; be the sort who knows a little about everything.
5 yrs.	college + grad schl.	**Librarian.** Some specialize in working with people; others work only with materials. ●	$8,700-9,500	Master's degree in library science (1 yr.). Good memory, knack for details.
6 yrs.	college + grad schl.	**Special Education Teacher.** Many children have trouble learning in school because of retardation or physical handicaps. These teachers specialize in educating them. ★	$8,200-9,000	Most jobs go to those with master's degree. Should be patient, sensitive and emotionally stable.
6-8 yrs.	seminary	**Clergyman.** There's a shortage of Jewish rabbis and Catholic priests, but too many Protestant ministers. ●	varies	Be well rounded educationally, socially and emotionally. Deep faith and concern for others.
6-8 yrs.	college + grad schl.	**Sociologist.** Studies behavior of human groups like families, tribes, communities, governments. ●	$11,600-14,000	Ph.D. required for most jobs. Ability to write and speak well. Knowledge of computer science improves prospects.
6-8 yrs.	college + grad schl.	**Psychologist.** Studies the normal and abnormal behavior of individuals. ★	$11,000-13,000	Intelligence, objectivity, compassion, maturity, verbal skill—and a Ph.D.
6-7 yrs.	college + law schl.	**Lawyer/Attorney.** Helps people know their legal rights and responsibilities. Many specialize in one branch of law. ●	$7,000-20,000	Must be admitted to state bar, usually this means passing an exam. Getting into law school is hard so high college grades important.
6-8 yrs.	college + grad schl.	**College/University Teacher.** For full professorship, extensive teaching and research experience is needed, plus a Ph.D. ○	$10,000-18,000	Intelligence, deep interest in field, skill at writing and speaking.

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TRAINING		DESCRIPTION AND RATING	SALARY[1]	YOU NEED
time	type		1974	
2 wks.	on the job	**Aide/Orderly.** Feeds patients, takes temperatures, etc. *	$4,600-4,900	Thoughtfulness, neatness, dependability; not bothered by menial tasks.
6 wks.-6 mos.	on the job	**Hospital Technician.** Job depends on training, can be anything from sterilizing instruments to taking electrocardiograms. **	$4,700-4,900	Manual dexterity, accuracy with numbers and in reading dials.
9 mos.-2 yrs.	on the job, vo-tech schl., jr. college	**Medical Assistant.** Does anything from running simple lab tests to greeting patients. Doctors, dentists, veterinarians all use assistants. **	$4,600-5,800	Ability to handle details and work well with people. The more training, the higher the pay.
1 yr.	hospital classes, vo-tech schl.	**Licensed Practical Nurse.** LPN's do most bedside nursing (like giving shots). *	$6,200-6,400	Must pass licensing exam. Be mature and calm in emergencies.
2 yrs.	vo-tech schl., jr. college	**Medical Technician.** Highly skilled work like radiology (X-rays) or anesthesiolgy. *	$6,200-6,400	Manual dexterity, accuracy, dependability. Training determines specialty.
2 yrs.	jr. college or college	**Dental Hygienist.** Cleans teeth, runs lab tests, etc. **	$6,800-8,600	License required. Steady hands, good eyesight.
3 yrs.	vo-tech schl.	**Dental Lab Technician.** Makes dentures. *	$4,100-6,400	Manual dexterity, good color perception.
2-5 yrs.	hospital schl., jr. or sr. college, grad schl.	**Registered Nurse.** RN's can study 2, 3, 4 or 5 years. Best administrative jobs go to RN's with master's degrees. *	$8,100-8,500	Leadership ability, good head for details, physical stamina. Many nurses teach.
4 yrs.	college	**Medical Technologist.** Runs complex lab tests used in diagnosis. **	$8,000-8,300	Some states require licenses. Good color vision important.
4 yrs.	college	**Dietician.** Nutrition expert, plans meals; often supervises kitchen. **	$8,400-8,600	Administrative ability.
5 yrs.	college	**Pharmacist.** Generally works in drug stores or hospitals. *	$11,600-14,500	License required. Also business ability, accuracy, head for details.
6 yrs.	college + grad schl.	**Hospital Administrator.** Handles financial and personnel problems of hospital. •	$9,000-13,000	Ability to work well with people and with the community.
6 yrs.	college + optometry schl.	**Optometrist.** Fits people with glasses and contact lenses. •	$8,000-13,000	Business ability, carefulness.
7 yrs.	college + vet. schl.	**Veterinarian.** Many specialize in cattle or horse care; others care for pets. *	$11,000-16,000	Interest in animals—and people.
7 yrs.	college + dental schl.	**Dentist.** Most dentists open a private practice. Earnings go up ($30,000 or higher) with experience. **	$12,100-14,000	Intelligence, manual skills, good visual memory, delicate touch.
9 yrs.	college + med schl. + internship	**Physician.** Many doctors now specialize (meaning add a couple more years in school). It's hard to get into med school, so high college grades are a must. **	$14,000-16,500	Intelligence, good study skills, stamina, steady nerves, manual dexterity, ability to think quickly in an emergency.

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TRAINING		DESCRIPTION	SALARY[1]	YOU NEED
time	type		1974	
1 wk. to 2 mos.	on the job	**Factory Assembler.** Works on the assembly line. •	$5,800-6,200	Ability to take doing the same thing over and over again.
3 wks. to 3 mos.	on the job	**Factory Inspector.** Checks goods coming off the line to see if they're okay. •	$6,200-8,000	Sharp eyesight.
4 mos. to 2 yrs.	on the job	**Machine Tool Operator.** Adjusts speed, flow rate, etc. of assembly line machines. •	$5,000-6,200	Mechanical ability, strength, stamina.
1-3 yrs.	formal on-job; apprentice-ship	**Instrument Maker.** Makes precision dials, thermostats, etc. that regulate machines. •	$6,200-7,300	Mechanical ability, lots of shop experience.
4 yrs.	apprentice-ship	**Coremaker.** Prepares the "cores" that make metal molds hollow. °	$6,700-7,900	Manual dexterity.
4 yrs.	apprentice-ship	**Molder.** Makes the molds that a machine uses to make a yo-yo or whatever. °	$7,400-7,900	Ability to lift, stand, move around a lot; good vision; manual dexterity.
4 yrs.	on the job; apprentice-ship	**Industrial Repairman.** Fixes machines when they screw up. *	$6,800-7,900	Mechanical aptitude, strength, agility.
4 yrs.	apprentice-ship	**Tool and Die Maker.** Makes the parts for mass producing machines. °	$8,300-9,400	Mechanical ability, finger dexterity ability to do precision work.
4 yrs.	apprentice-ship	**Millwright.** Moves and installs heavy industrial machinery. •	$6,200-7,900	Mechanical ability, strength, agility.
4 yrs.	apprentice-ship	**Machinist.** Knows how to set up, operate, make parts for and fix most machines. •	$9,500-11,000	Mechanical ability, accuracy, physical strength, ability to concentrate.
4 yrs.	apprentice-ship	**Setup Man.** Machinist who specializes in setting up machines and training workers. *	$9,500-11,000	Machinist skills plus ability to explain things to people.
varies	on the job; maybe college	**Foreman.** Supervises workers. Amount of training depends on industry. •	$10,000-10,500	Leadership ability, ability to communicate with workers and bosses
2 yrs.	jr. college	**Industrial Traffic Manager.** Sets up transportation for materials and goods. •	$9,000-10,000	Ability to make decisions, analyze numbers, work independently.
4 yrs.	college (BSIE)	**Industrial Engineer.** Figures out most efficient ways to use people, machines and materials in factories. **	$10,500-11,000	Intelligence, analytical mind, ability to communicate with people.

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TRAINING		DESCRIPTION AND RATING	SALARY[1]	YOU NEED
time	type		1974	
1 wk.	on the job	**Routeman or Deliveryman.** Drives an assigned route to deliver goods. •	$5,200-5,500	Chauffeur's license, some sales ability.
1 wk.	on the job	**Cashier.** Runs a cash register or writes up sales tickets. *	$4,100-5,200	Finger dexterity; eye-hand coordination.
3 wks.	on the job	**Stock Clerk.** Unpacks and shelves goods. **	$4,300-4,600	Some strength, good with details.
4 wks.	on the job	**Shipping/Receiving Clerk.** Keeps track of goods. Automation has hurt prospects. °	$5,600-6,700	Dependability, legible handwriting.
4 wks.	on the job	**Retail Salesworker.** Sells things in stores. *Salary does not include commissions. *	$4,100-4,600*	Selling ability; ability to stand on feet a lot.
varies	on the job	**Auto Salesperson.** Gas crisis has hurt auto sales job opportunities. *Salary and/or commission. •	$8,300-8,500*	Convincing personality; good car knowledge. Some firms want college graduates.
4 yrs.	college	**Insurance Agent.** Sells policies to customers. *Salary and/or commission. •	$8,000-8,200*	Not all agents must have college, but most companies prefer it.
4-6 yrs.	college + on the job	**Salesperson (Wholesale trade).** Sells major products or services, such as selling cereal to grocery stores or dishwashers to restaurants. •	$8,900-9,500 + commissions	Willingness to travel, sales ability, personality, intelligence.
varies	college + exam	**Real Estate Salesperson.** Clerical experience in real estate office helps. •	$12,000-18,000 (commissions)	Pass licensing exam. Most firms now require college degree.
4 yrs. + 6 mos.	college + on the job	**Securities Salesperson.** The Stockbroker. Most jobs are in large cities. *Salary is during training only. After training commissions can reach $21,000 or higher—depending on ability or luck. •	$6,400-8,400*	Must pass licensing exam. In college major in business or even get a master's degree (MBA) because it's hard to get these jobs; but (financially) they're worth the trouble.
4 yrs.	college + on the job	**Purchasing Agent.** Makes sure the business has all the raw materials it needs. *Salary increases after training. •	$7,500-8,400*	Ability to work independently, make decisions. Often involves very technical purchasing so specialized degree helps.
4 yrs. + 6 yrs.	college + 5-10 exams	**Actuary.** Figures insurance statistics. (Good opportunities after tests.) *	$8,000-10,000	Need to pass a series of exams; this may take 10 years on the job.
6 yrs. + 2 yrs.	grad schl. (MA) + on the job	**Marketing Researcher.** Surveys public to find out what it needs or will buy. **	$9,000-9,300	Intelligence, work well with people, mathematical ability.

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mechanics and crafts

TRAINING		DESCRIPTION AND RATING	SALARY[1]	YOU NEED
time	type		1974	
3-5 wks.	on the job	**Telephone Serviceman.** Installs, repairs. •	$6,800-7,200	Good eyesight.
1-3 yrs.	on the job vo-tech schl.	**Business Machine Repairman.** Fixes typewriters, calculators, etc. ★	$5,700-8,100	Mechanical aptitude.
1-2 yrs.	on the job	**Piano Tuner.** °	$3,800-5,400	Good hearing; music courses help.
2 yrs.	on the job	**Shoe Repairman.** °	$3,800-4,300	Manual dexterity.
2-3 yrs.	on the job, apprenticeship	**Meat Cutter.** •	$4,900-5,800	Not bothered by messy work.
2-4 yrs.	vo-tech schl.	**TV & Radio Repairman.** •	$6,200-10,000	Mechanical aptitude; math, science ability.
3 yrs.	on the job	**Upholsterer.** °	$4,600-9,000	Manual dexterity, strength, eye for detail.
3 yrs.	on the job, vo-tech schl.	**Appliance Repairman.** Fixes household machines. ★	$4,600-6,200	Mechanical aptitude.
2-3 yrs.	on the job, vo-tech schl.	**Air Conditioning/Heating Mechanic.** ★	$4,100-8,300	Mechanical aptitude, strength, dexterity.
3-4 yrs.	on the job	**Automobile Repairman.** •	$4,500-4,700	Mechanical skill, knowledge of cars.
3-4 yrs.	apprenticeship	**Blacksmith.** °	$4,300-6,800	Considerable strength and stamina.
3-4 yrs.	apprenticeship	**Jeweler.** °	$6,200-6,500	Precise eye-hand coordination; patience.
3-4 yrs.	apprenticeship	**Stationary Engineer.** Operates and fixes boilers, turbines, generators, pumps. °	$4,800-4,300	Good physical condition, mechanical skill, manual dexterity, technical know-how.
3-4 yrs.	vo-tech schl, apprenticeship, on-job	**Airplane Mechanic.** ★	$8,400-8,600	Strength, agility, good with details.
4 yrs.	on the job	**Locksmith.** •	$4,100-4,300	Manual dexterity, good with details.
4 yrs.	apprenticeship	**Maintenance Electrician.** Fixes lights and other electric equipment. •	$5,600-5,800	Manual dexterity, good color vision, agility.
4-5 yrs.	apprenticeship	**Pressman.** Operates printing press, prepares press plates. °	$6,000-6,200	Strength, agility, good color vision.
5 yrs.	apprenticeship	**Photoengraver.** Makes plates for copy that can't be set in type. °	$6,600-6,700	Good vision, ability to stand for long time. Automation has hurt prospects.
6 yrs.	apprenticeship	**Typesetter** (Linotype only). Simpler machines requiring only ordinary typing skills have hurt prospects. °	$6,600-6,800	Manual dexterity, spelling and grammar skills.

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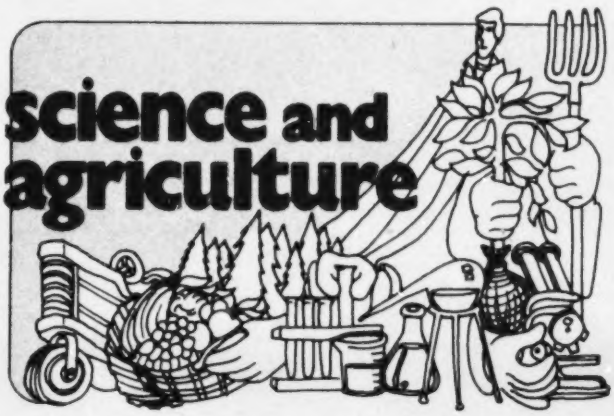

TRAINING		DESCRIPTION AND RATING	SALARY[1]	YOU NEED
time	type		1974	
none*	college*	**Farmer.** *Best training is to grow up on a farm. Farming is a science so college helps. °	varies	Management and business ability; must keep up with new developments in agriculture.
1-3 yrs.	jr. college, vo-tech schl.	**Surveyor.** Determines and measures lines and contours of land. *	$5,400-6,100	Good eyesight, math ability; ability to reason abstractly.
2-4 yrs.	jr. college, college	**Food Processing Technician.** Helps develop and improve food products—from cake mixes to pizza. *	$7,100-7,500	Dependability, ability to express oneself, good with details.
2-4 yrs.	vo-tech schl., jr. college	**Science Technician.** Helps scientists measure things, analyze data, prepare experiments, etc. *	$6,800-7,400	Dependability, accuracy, good with details; ability to express ideas clearly.
4-6 yrs.	college	**Home Economist.** Works to improve family products, services and practices. •	$7,400-7,600	Ability to write and speak well; poise; ability to relate well to people. M.S. helps.
4 yrs.	college (B.S. Agri.)	**County Extension Worker.** Helps farmers and farm wives learn about latest farm methods. *	$7,400-8,200	Knowledge of subject matter; ability to communicate with people.
4 yrs.	college	**Forester.** Manages tree farms; some work in national forests. °	$7,600-9,500	Physical stamina, ability to work by oneself. More foresters than jobs right now.
4 yrs.	college	**Meteorologist.** The weather (or whether) man (or woman). *	$7,600-9,500	Math and science ability help. So does a master's degree.
4-8 yrs.	college + grad schl.	**Soil Scientist/Conservationist.** Studies composition and behavior of soils. *	$7,600-9,500	Rapid advancement for Ph.D's. Need physical stamina and intelligence.
4 yrs.	college	**Statistician.** Develops ways to tabulate, analyze and interpret statistics. *	$9,100-9,300	Mathematical ability. Advanced degree necessary for teaching, research jobs.
4-8 yrs.	college + grad schl.	**Chemist.** Investigates the composition of things. *	$9,000-10,000	Good memory, manual dexterity, imagination, intelligence, good with detail.
4-8 yrs.	college + grad schl.	**Physicist/Geophysicist.** Describes in mathematical terms the interactions between matter and energy. *	$9,900-10,000	High intelligence, imagination, intuition, scientific ability and skepticism concerning present theories.
4-8 yrs.	college + grad schl.	**Agricultural Engineer.** Develops ways to make farms and machinery more efficient. *	$10,200-11,000	Intelligence, mechanical aptitude, relate well to people. Advanced degrees help.
8 yrs.	college + grad schl. (Ph.D.)	**Astronomer.** Studies dynamics of the universe. °	$14,000-17,000	Science and math ability, imagination, good with details.
8 yrs.	college + grad schl. (Ph.D.)	**Biologist (Life Scientist).** Studies all aspects of living organisms and their relationship to man. Most specialize in things like microbiology, bacteriology, etc. •	$13,900-16,600	Good eyesight, inquisitive mind, intelligence, expressiveness, enjoy all life.
8 yrs.	college + grad schl. (Ph.D.)	**Geologist.** Studies structure, history of earth's crust; helps find minerals for industry. *	$12,700-13,000	Physical stamina, intelligence, analytical mind, math and science aptitude.

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TRAINING		DESCRIPTION AND RATING	SALARY[1]	YOU NEED
time	type		1974	
none	on the job	**Kitchen Helper.** Washes floors, scrubs dishes, clears tables. ★	$3,800-5,600	Not mind boredom.
none	on the job	**Gas Station Attendant.** Sometimes you can learn mechanics on this job. ●	$4,100-5,400	Ability to stand tedium.
none	on the job	**Maid or Janitor.** ●	$4,600-6,700	Strength, stamina, not mind menial work.
1-3 wks.	on the job	**Waiter or Waitress.** *Salary does not include tips. ●	$2,000-4,600*	Pleasant appearance, stamina, skill at arithmetic.
2-4 wks.	on the job	**Short Order Cook.** ●	$3,800-5,000	Agility, ability to stand heat.
1-2 yrs.	vo-tech schl.	**Chef.** Bon apetit. ●	$5,800-10,000	Agility, ability to make decisions, creativity.
6 wks.	on the job	**Bartender.** There are some bartending schools, but most learn on job. ●	$4,900-8,600	Courtesy, tact, good memory.
none	none	**Taxi Driver.** *Tips increase salary. °	$4,100-6,100*	Chauffeur's license, good driving record.
2-12 wks.	on the job	**Dry Cleaning Worker.** ●	$4,100-4,900	Ability to take boredom; not allergic to chemicals.
3-6 wks.	on the job	**Watchman or Guard.** ●	$4,900-6,400	Strength; good hearing, vision; no police record; neatness; dependability.
2-3 mos.	on the job	**Exterminator.** Uses chemicals to rid buildings of insects and other pests. ★	$4,100-4,600	Not allergic to chemicals.
1 yr.	on the job	**Railroad Worker.** Engineer, brakeman, conductor, porter, etc. °	$6,000-9,000	Jobs on the railroads grow scarcer as freight and people travel other ways.
6 wks.	formal on-job courses	**Truck Driver, Long Haul.** Drives the big rigs from city to city. ●	$12,000-15,800	Ability to stay alert for long periods; chauffeur's license.
2-6 wks.	on the job	**Bus Driver.** °	$8,800-9,100	Chauffeur's license; 1-2 yrs. driving experience.
5 wks.	formal on-job courses.	**Airline Steward or Stewardess.** ●	$7,000-7,900	Must be 21, courteous, quick thinking in emergency.
1-2 yrs.	vo-tech schl. + apprenticeship	**Barber Apprentice.** Long hair has hurt prospects. *Salary does not include tips. °	$3,800-6,400*	Must graduate from a barber school; then spend 1-2 yrs. as apprentice; then get license.
1-2 yrs.	vo-tech schl. + apprenticeship	**Beautician/Cosmetologist.** Long hair has helped prospects. *Salary includes tips. ★★	$5,400-10,000*	License required. Get it after school and apprenticeship.
6 wks.	on-job classes	**Firefighter.** Fights fires and gets cats out of trees. ★	$6,000-8,000	Must be 21 and meet minimum height and weight requirements.
6 mos.	police academy	**Policeman.** Some forces want college graduates now. ★★	$8,000-10,000	Must be 21 and meet minimum physical requirements. Pass entrance exam, too.
2-3 yrs.	on the job	**Air Traffic Controller.** Coordinates departing and arriving flights. ★	$7,000-10,000	Quick thinking, alertness, ability to work under stress.
1-2 yrs.	200 flight hrs. + FAA license	**Pilot/Copilot.** Most are trained in Air Force. Many work for smaller airlines. ●	$12,000-17,000	Good eyesight, mechanical aptitude, cool in emergencies.

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ARTICULATED CAREER GUIDANCE PROJECT

City School District
Rochester, New York

COUNSELOR_____ GRADE_____

SCHOOL_____ UNIT_____

DATE _____

1. Use of Unit
   Use: (alone) (Combined with units____and _____

   Session/s (Part of One) (One) (Two) (Three)

2. Group Make Up:
   Grade: (_____) (Mixed_____and _____) Other_____

   Ability level: (Heterogeneous) (Homogeneous) (Other_____)

   Sex: (Boys only) (Girls only) (Mixed) (Other_____)

   Careers Interest: (Homogeneous) (Heterogeneous)

   Source: (study Halls) (_____class) (Other_____)

3. Technical errors in materials (spelling, grammar, spacing, etc.)

_____

_____

4. Instruction Revisions
   Behavioral Objective_____

_____

   Intent_____

_____

   Preparation_____

_____

   Action_____

_____

   General comments on Instructions_____

_____

_____

5. Activities

Activity used (if choice available)_____

_____

Success of activity with students_____

_____

_____

Activity revision_____

_____

_____

6. Related activities

Related activity used_____

_____

_____

7. Overall Evaluation of Unit

a. Student response (excellent) (good) (Poor)

b. Organization of unit (well done) (adequate) (revision required)

c. Appropriateness of unit (necessary) (valuable) (little value)

d. Percent of students meeting the unit objective_____

8. Comments on Unit_____

_____

_____

_____

_____

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